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ABSTRACT

This report presents the findings of a survey of College of Education alumni which was designed to determine how effective the college programs have been in providing (a) avenues of upward mobility for students, (b) opportunities for new careers in education, and (c) information on the extent to which graduates are functioning in roles for which they have been prepared. The first section of the study discusses the Roosevelt University College of Education and the rationale for the study. The second section provides a brief overview of previous research on teacher career patterns, in order to present a historical research-oriented perspective on work in this area. The third section discusses the (a) method and design of the study, (b) establishment of a student data bank, (c) development of the instrument used, and (d) general sampling procedures. The fourth section presents results of the study, including an evaluation of the Roosevelt University education program. Part 5 consists of a summary of findings and recommendations for further work. A list of references and a set of appendixes illustrating the questionnaires used, characteristics of nonrespondents, and evaluation tables are included. (Author/JS)

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ROOSEVELT UNIVERSITY
COLLEGE OF EDUCATION
ALUMNI CAREER PATTERNS STUDY
(1946 - 1974)

By Janice Colbert

Technical Report

Number 2

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COLLEGE OF EDUCATION

1974

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FOREWORD

The Career Patterns Study Report is the culmination of two years of planning, research, development and analysis. Beginning with a dearth of information about our graduates and how they evaluate their learning experiences at Roosevelt University, we were pleased to discover some valuable information which will be used in an ongoing college program evaluation and follow-up of alumni. The Career Patterns Study was made possible by the provision of a grant to Roosevelt University by the Spencer Foundation, Chicago, Illinois. Points of view expressed in this report do not, however, necessarily reflect Spencer Foundation policy.

ACKNOWLEDGMENT

This study could not have been undertaken without the assistance, cooperation, and support of the many individuals whom I would like to take this opportunity to acknowledge. Dr. Robert Koff guided and encouraged my colleagues in Research and Development throughout the duration of the study and helped untangle the snags whenever they arose. Dr. Robert Panos was responsible for numerous administrative tasks and contributed to the design of the study. Jeffrey Smith, Spencer Fellow, worked on the data analysis and creatively designed some of the tables and figures represented in the report. Brigitte Schwarz, administrative assistant, conducted the study of non-respondents, analysis of open-ended questions, and helped in a variety of other tasks. Birdie Carter served as research assistant and worked with Jill Augustine on the mailing of the questionnaire. Dr. Annette Yonke generously volunteered her time and aided in the final organization and display of the data. I extend a very special thanks to Dr. Anne Petersen for the many hours she spent in the computer center programming the data and the many hours she spent helping me with the design and analysis of the study. Dr. Henrietta Schwartz' assistance in the final organization and editing of the report was most appreciated. Sharon Kaplan worked diligently in the typing of the manuscript draft. Norman Lewis is to be commended for his skill and perseverance in typing and preparation of the final manuscript. And, finally, I gratefully acknowledge the cooperation of all the Roosevelt alumni who took the time to respond to this study. To all the colleagues and friends who contributed their time and effort to this study, I thank you.

Janice Colbert

TABLE OF CONTENTS

Chapter I.	RATIONALE	1
Chapter II.	PREVIOUS RESEARCH ON TEACHERS' CAREER PATTERNS	3
Chapter III.	METHOD AND DESIGN OF PRESENT STUDY	7
Chapter IV.	RESULTS	13
	CHARACTERISTICS AND CAREER PATTERNS	13
	VARIABLES AFFECTING THE OCCUPATIONAL OUTCOMES OF ALUMNI	31
	ALUMNI EVALUATION OF THE ROOSEVELT UNIVERSITY EDUCATION PROGRAM	44
	CONCLUSION	51
Chapter V.	RECOMMENDATIONS	53
Chapter VI.	REFERENCES	55
Chapter VII.	APPENDICES	57

LIST OF TABLES

Chapter III. METHOD AND DESIGN OF PRESENT STUDY

Table III, 1 Results of Phoning Non-Respondents 11

Chapter IV. RESULTS

Table IV, 1 Characteristics Differentiating B.A.'s, M.A.'s and Both 14-15

Table IV, 2 Profile of Alumni Sample 16

Table IV, 3 Program Area at Roosevelt and Year of Degree 18-19

Table IV, 4 Racial Composition of Alumni in Roosevelt University Undergraduate Education Programs 21

Table IV, 5 Racial Composition of Alumni in Roosevelt University Graduate Education Programs 21

Table IV, 6 Characteristics of Roosevelt University Education Graduates: Race and Sex ... 22

Table IV, 7 Current Professional Characteristics of Alumni Sample 22-23

Table IV, 8 Grade Level of Roosevelt University Education Alumni Presently Employed in Education 24

Table IV, 9 School Location of Roosevelt University Education Alumni Presently Employed in Education 25

Table IV, 10 Measures of Job Stability and Satisfaction 26

Table IV, 11 Roosevelt University Education Graduates Presently Employed in Education According to Year of B.A. 29

Table IV, 12	Roosevelt University Education Graduates Presently Employed in Education According to Year of M.A.	30
Table IV, 13	Racial Composition According to School Location of Roosevelt University Education Alumni Presently Employed in Education	37
Table IV, 14	Occupation of Roosevelt University Education Alumni According to Sex	38
Table IV, 15	Evaluation of the Roosevelt University Education Program by Roosevelt University Education Alumni	45
Table IV, 16	Most Often Cited Reasons for Selecting Roosevelt University	46
Table IV, 17	Most Often Cited Reasons for Selecting Education as a Field of Study	47

LIST OF FIGURES

Chapter IV. RESULTS

Figure 4, 1 Racial Composition According to Socio-economic Status of Roosevelt University Education Alumni 17

Figure 4, 2 Percent of Female and Male Students in Roosevelt University Graduate and Undergraduate Education Programs 20

Figure 4, 3 Present Occupation of Roosevelt University Education Graduates According to Year of B.A. 27

Figure 4, 4 Present Occupation of Roosevelt University Education Graduates According to Year of M.A. 28

Figure 4, 5 Percent of Roosevelt University Education Graduates in Salary Categories According to Socioeconomic Status 32

Figure 4, 6 Roosevelt University Alumni with Advanced Degrees According to Socioeconomic Status 33

Figure 4, 7 Roosevelt University Education Alumni Urban and Non-Urban Teachers According to Socioeconomic Status 34

Figure 4, 8 Racial Composition and Present Occupational Status of Roosevelt University Education Alumni 35

Figure 4, 9 Racial Composition and Salary of Roosevelt University Education Alumni 36

Figure 4, 10 Racial Composition and Salary of Roosevelt University Education Alumni Presently Employed as Teachers 36

Figure 4, 11 Male and Female Roosevelt University Alumni with Advanced Degrees 39

Figure 4, 12 Salary of Male and Female Roosevelt University Education Alumni 40

Figure 4, 13 Salary of Male and Female Roosevelt University Education Alumni Presently Employed as Teachers 41

Figure 4, 14 Salary of Male and Female Roosevelt University Education Alumni Employed in Non-Education Jobs 42

Figure 4, 15 Salary of Male and Female Roosevelt University Education B.A. Alumni 43

Figure 4, 16 Salary of Male and Female Roosevelt University Education M.A. Alumni 43

Chapter I

RATIONALE

The failure of inservice and preservice professional education to develop well-designed programs of operational research to evaluate program effectiveness is an unresolved problem of national, regional and local concern. While this failure is related to a variety of societal factors, it represents a complex problem for educational researchers as well. Few professional education programs have adapted their curricula to cope with emerging and current societal needs. As the extent and complexity of the need to educate children, particularly the economically disadvantaged, has become more evident, it has become equally apparent that the problem will not be solved by simply tinkering with existing training programs, or by strengthening current certification requirements. Any effort to develop solution(s) must be undertaken with information about program effectiveness. That is, information about the career patterns of program graduates.

Roosevelt University and the new College of Education are committed to preparing educational professionals and practitioners to serve the urban community, to create avenues of upward mobility and to remove barriers of racial prejudice and of economic deprivation. In an effort to determine the extent to which College programs have been successful in meeting its educational mission, a Career Patterns Study of Roosevelt University Education Alumni (1946 - 1974) was undertaken. Three questions which the study was designed to answer

were: (*a*) How effective have College programs been in providing avenues of upward mobility for students? (*b*) How effective have College programs been in providing students with the opportunity to prepare themselves for "new" careers in education? and (*c*) To what extent are College graduates functioning in roles for which they had been prepared? This study was designed and implemented under provisions of a grant to Roosevelt University by the Spencer Foundation. The inquiry was, in addition to seeking information, designed as decision-oriented research structured to answer the questions raised above and designed to yield data that would assist College of Education faculty in tasks associated with the reformulation of academic programs that would better meet the actual needs of students.

This report presents the results of the first major effort undertaken by the College of Education Research and Development Center. Most importantly, it presents information about alumni occupational status and past biographic and demographic characteristics. This information has been integrated into a student "data bank" system which, in turn, will be used by faculty in program planning and evaluation.

The report is divided into four sections. The first section provides a brief overview of previous research on teachers' career patterns in order to present a historical research-oriented perspective on work in this area. The next section explains the method and design of the study. The results of the inquiry are presented and discussed in Chapter Three. A summary of findings and recommendations for further work are made in the final section of the report.

Chapter II

PREVIOUS RESEARCH ON TEACHERS' CAREER PATTERNS

A relatively small body of literature exists concerning the career patterns of school personnel and this literature has focused primarily upon the career patterns of teachers. Charters (1963) has indicated that "career patterns of American teachers are almost exclusively matters of common knowledge rather than of accurate, statistical description" (p. 752). Research on teachers' career patterns has focused upon *1*) horizontal and vertical mobility of teachers, *2*) supply and demand characteristics, and *3*) teacher survival rates.

Morris (1957) suggested the following characteristics of teacher mobility in a review of the career patterns literature.

1. Only two-thirds of all persons trained in education ever enter the field.
2. Only 40% of those persons who were trained to be teachers were actually teaching at any time.
3. The teaching profession retains women who are trained to be teachers as well as any other women's occupation but does not hold male teachers.
4. Teaching staffs in small school districts are more mobile than those in large districts.
5. Younger teachers shift positions more frequently than older teachers.
6. Some teacher mobility out of the profession is due to conditions (e.g., salary, prestige, etc.) other than dissatisfaction with the teaching activity.
7. Much mobility of teachers involves geographic changes.

8. Most mobility for women teachers is horizontal.

9. Male teachers are seven to ten times more likely than women to obtain an administrative position in the school system.

10. The percentage of single women teachers decreases over time from 70% to 40%.

A comprehensive research report entitled Teacher Supply and Demand in Public Schools (National Education Association, 1969) was based upon survey responses from state departments of education and the country's seventy-nine largest school systems. This report indicated that many of the individuals trained to be teachers do not enter the profession (over 35% of persons trained for secondary school teaching in 1967 did not enter). Later reports have indicated that even higher percentages of individuals either do not enter the profession or leave soon after they begin in the teaching profession. For example, Ryan and Cooper (1972) indicate that approximately 50% of all certified teachers either never teach or leave teaching by the end of their second year. They attribute this high turnover rate to insufficient training of the teachers.

It appears that the teacher "surplus" is confined to specific geographic regions, subject matter areas, and grade levels. As Krasno (1972) stated, "The surplus notion is further based upon a static school staffing model which does not consider expansion of the curriculum, reduced class size, or inclusion of part-time teachers in the teaching force. Thus, rather than a teacher surplus, it appears that there is an employment deficit." (p. 27.)

The extent and determinants of teacher survival in the education profession has been examined by a number of researchers. Whitener (1965) employed an actuarial procedure for investigating staff turnover in school systems in a St. Louis suburban area and found — *1)* age and sex were highly correlated with survival. Males survived longer than females, and older teachers (up to age 50-54) out-survived younger ones. *2)* No differences existed among school districts which varied in important characteristics. *3)* A steep drop in survival curves occured during the early years of employment. Charters (1970) extended Whitener's investigation to a large population of teachers in Oregon in the early 60's. Generally, he found the role of organizational factors to affect the survival of male teachers and the individual attributes of females to affect their survival in the profession. Specifically, he found:

1. Females who were older at time of employment (up to age 55) tended to survive longer than younger females whereas only a weak relationship exists for males.

2. As in the Whitener study, when age and sex were held constant, teaching level and amount of teaching experience did not significantly affect survival.

3. School district size was directly related to the survival of males but not to that of females. Males in smaller school districts were less likely to leave than males in larger ones.

4. Neither wealth per pupil nor district size were related to survival rates.

Further work on teacher survival was reported by Shavelson and Trinchero (1973) who, unlike the previous studies which examined survival within one school district, analyzed the survival of graduates

of a secondary teacher education program across school districts. Significant findings were:

1. Males have higher survival rates than females (though not consistently over time).

2. Graduates between the ages of 30 and 45 have the highest survival rates.

3. Married female graduates have lower survival rates than single females or males.

4. Traditional measures of academic aptitude (GRE's) and achievement do not predict survival.

5. Knowledge of a graduate's subject matter specialization does not aid in predicting survival for graduates prior to the teacher surplus ('68 and '69).

6. Graduates' ratings of various aspects of their training program were independent of survival rate.

In an attempt to examine differences in attitudes between secondary education teacher "survivors" and "non-survivors", Krasno (1972) analyzed items from a 300-item Educational Opinion Inventory (EOI) which differentiated the two groups. The EOI had been administered to a group of prospective teachers prior to teacher training. It was found that survivors (18 - 21 months after training) had more progressive attitudes and showed greater respect for the value of teaching and amount of work involved in teaching. This finding runs counter to the notion that those who remain in teaching are less flexible in their approach to education than those who leave the profession.[1]

---

[1]Other information on teacher survival turnover rates are available in institutional NCATE (National Council for the Accreditation of Teacher Education) reports which are not widely circulated. See also Coleman (1965) and Peterson (1970).

Chapter III

METHOD AND DESIGN OF PRESENT STUDY

The study was designed to answer the following questions:

1. What are the characteristics and career patterns of education graduates at Roosevelt University?
2. What are the variables (age, sex, race) which affect the occupational outcomes of graduates?
3. How do graduates evaluate their learning experiences at Roosevelt University College of Education?
4. How do Roosevelt's education graduates compare with graduates of other institutions?

Establishment of Student Data Bank

Since a dearth of data concerning characteristics of Roosevelt's College of Education alumni existed at the outset of this study, the first major task was to compile a name and address file of all alumni of the College -- bachelors and masters degree students -- graduating since 1949. This task was the first step in the establishment of a student data bank.

The purpose of establishing the student data bank was to have a permanent file on graduates of Roosevelt University's programs in education. In order to establish such a data bank, it was necessary to locate the most complete and up-to-date file and check that file against other existing files to fill in missing data. The up-to-date alumni council file yielded the names of all people who had graduated from the former Department of Education and present College of Education, Music

Education programs, and gave information concerning type of degree awarded, and year(s) of graduation. This list did not, however, indicate those individuals who had a major field such as English or history and who had completed the Roosevelt University Secondary Education program. Since these people were essential to the study, they were located by cross-checking the list of students who had successfully completed student teaching practicum under the auspices of the Department of Education. These two methods of recovery yielded the names, addresses, and the aforementioned background data which are the basis for the student data bank. College of Education graduation lists were then used for spot checking the completeness of the alumni council list. The alumni council files were most satisfactory in their completeness and accuracy concerning present addresses. Data was keypunched and stored on computer tapes.

Development of Instrument

A fifty-one item questionnaire was developed in order to provide answers to the above questions. The questionnaire was prepared after examining similar instruments given to education graduates at such institutions as Stanford University, University of Michigan and Antioch College. The questionnaire[1] consisted of the following sections:

1) Biographical Information
2) Roosevelt University Academic Record
3) Education Other than at Roosevelt University
4) Financial and Work Situation While at Roosevelt University

---

[1]See Appendix D.

5) Career Information
6) Evaluation of the Roosevelt University Education Program.

All but three items were designed to be coded and keypunched. The remainder were essay questions asking for student suggestions about improving the education program at Roosevelt.

General Sampling Procedures

A sample of 1,000 graduates were selected from the population of 5,600 graduates from 1946 to 1974. The decision was made that the more recent graduates were most essential to the study and since date of graduation data was available, a stratification according to date of graduation was performed. Five hundred graduates from the years between 1969 and 1974 received questionnaires, 250 between the years 1960 and 1968, 200 between 1950 and 1959, and 50 between the years 1946 and 1949. Within each group of years, equal numbers of questionnaires were distributed to graduates of each class. Within each year, graduates were selected at random. Over 975 of the questionnaires eventually were delivered with less than 25 being returned as undeliverable.

Each graduate was mailed a questionnaire with a stamped business reply envelope. Questionnaires were mailed first class to insure proper delivery and to facilitate the process of updating name and address files. Attached to the questionnaire was a cover letter signed by the Dean of the College explaining the purpose of the study. The cut-off date for analysis of data was set as six weeks from the date of which the questionnaires were mailed.

Procedures were established for coding, keypunching, and analyz-

ing data, analyzing two non-codifiable essay questions, and conducting a study of non-respondents. Frequency counts and cross-tabulations were performed on the coded data. A sample of 110 questionnaires (fifty B.A. students, fifty M.A. students, and ten B.A. and M.A. students) were examined to record responses to the essay questions. The responses were grouped by similarity in content, and summarized as much as possible into short verbal statements which were then classified.

Sampling of Non-Respondents

The purpose of the sampling of non-respondents was to determine whether the sample of alumni who returned questionnaires was a random sample of Roosevelt University Education alumni. This important methodological problem was resolved by carrying out two short studies.

A preliminary telephone study of twenty-five (25) non-respondents was made to determine whether questionnaires had been received. For the sake of convenience, Chicago-area graduates were called. The indications were that, although a larger proportion was due to non-receipt of the questionnaire, a significant amount of non-response was due to reasons other than non-receipt of the questionnaire.

A study was subsequently undertaken to determine the characteristics of a random sample of non-respondents, and more importantly, whether they as a group were biased on several important aspects of characteristics of graduates as measured by our questionnaire.[1]

---

[1]Some technical note might be taken here of the difference in sampling techniques and possible unknown differences in responses made on a printed form received in the mail versus responses reported to a friendly voice on the telephone.

Those characteristics tested were:

1. Graduate vs. undergraduate experience at Roosevelt;
2. Year of graduation (more recent vs. earlier graduates);
3. Area of concentration in Education;
4. Whether currently employed in the education field;
5. An overall rating of Roosevelt University;
6. Age;
7. Race;
8. Sex;
9. Reasons given for not responding to the questionnaire.

The subjects were divided into Chicago residents, suburban and state residents, and out-of-state residents in order to facilitate the locating of telephone numbers. At this point, it became clear that for every telephone number located, about three could not be located, which would indicate a lack of currency of the Alumni Office address file.

Of the group whose telephone numbers could be found, 46 were called from Chicago, 64 from the suburbs and the rest of the state, and 50 from out of the state. Calls were made during both day and evening hours, and at least three attempts were made to reach every party as shown in Table III, 1.

TABLE III, 1

Results of Phoning Non-Respondents

	Chicago Residents (n=46)	Suburbs and State (n=64)	Out of State (n=50)
No Answer	4	13	19
Busy	0	1	2
Call Back At Other Time	4	12	6
Moved, # Not In Service, etc.	16	17	8
Reached	22	21	15

The results of the phoning showed that many subjects had moved recently, and that reasons such as travel and death had frequently been the cause of non-response.

The characteristics of those subjects reached and spoken to, show regional but not significant overall differences from the characteristics of the respondents to the questionnaire, although frequently a reluctance to answer a lengthy questionnaire was indicated. It appears that the major reason for non-response was failure of the questionnaire to reach the subject in question, and that reluctance to respond, though another large factor, does not seem to correlate with any other characteristics tested. Thus, the results of the sampling of non-respondents does not indicate a bias which would complete reassessment of the responses to the Career Patterns Study Questionnaire.[1]

---

[1]See Appendix C.

Chapter IV

RESULTS

This section is divided into three parts. The first part will provide data to answer the question: "What are the characteristics and career patterns of Roosevelt University education graduates?". The second part will examine some of the variables which affect the occupational outcomes of graduates. Alumni evaluation of Roosevelt University's education program and their reasons for entering Roosevelt University and the field of education will be discussed in the third part.

Characteristics and Career Patterns

In presenting the results of this study, primary consideration will be given to reporting and analyzing the composite characteristics of alumni rather than dividing the alumni into three groups: (*1*) Those who received B.A. degrees, (*2*) those who received M.A. degrees, and (*3*) those who received both degrees from Roosevelt University, College of Education. It is important, however, to first note those characteristics which clearly differentiate these three groups of graduates. The following distinctions should be remembered as the rest of the data is reported for the entire alumni sample.

Of the total sample of 296, the number of graduates in each category cited above is 152, 120, and 23 respectively with one non-categorizeable response. These groups differ in regard to the following

categories: age, sex, year of birth, salary, type and amount of employment while a student at Roosevelt, as shown in Table IV, 1. Alumni receiving only B.A.'s from Roosevelt are predominantly female (78%), Caucasian (84%), transferred from another institution, and worked part-time in non-education jobs while attending school. Alumni with M.A.'s tend to be older, males (58%), Caucasian (although a higher percentage of M.A.'s than B.A.'s are Black), and employed in full-time education jobs. After graduation, M.A. holders earn higher salaries, work more in full-time education jobs (70% as compared to 50%) than do B.A. degree holders from Roosevelt. The major occupational differences are that a larger percentage of M.A.'s work as administrators (21% compared to 5% for B.A.'s) and a larger percentage of B.A.'s are "unemployed". Twelve percent of B.A. alumni are full-time "homemakers" compared to 3.4% among M.A. alumni. It is interesting to note that alumni with B.A. and M.A. degrees from Roosevelt, although small in number, have almost all been employed in full-time education jobs (95.7%) since graduation. This group of graduates also reports the highest degree of job satisfaction, as well as salary level.

TABLE IV, 1

Characteristics Differentiating B.A.'s, M.A.'s and Both

Characteristic	B.A. only %	n	M.A. only %	n	Both %	n
Sex						
Male	21.7%	152	58.0%	119	56.5%	23
Female	78.3%		42.0%		43.5%	
Year of Birth						
1905 - 24	9.2%	152	17.7%	119	17.3%	23
1925 - 34	26.3%		26.1%		17.4%	
1935 - 44	37.5%		39.5%		60.9%	
1945 - 54	27.0%		16.8%		4.3%	

(Continued)

TABLE IV, 1 (cont.)

Characteristic	B.A. only %	B.A. only n	M.A. only %	M.A. only n	Both %	Both n
Race						
Caucasian	84.1%	151	74.8%	119	65.2%	23
Black	15.2%		21.0%		30.4%	
Other	0.7%		4.2%		4.3%	
Transfer Student						
Yes	83.4%	151	9.0%	111	87.0%	23
No	16.6%		91.0%		13.0%	
Employed While at R.U.						
Full-time	10.5%	152	85.8%	120	47.8%	23
Part-time (10-40 hrs/wk)	41.4%		5.8%		39.1%	
Less than 10 hrs/wk	19.1%		1.7%		8.7%	
None	28.9%		6.7%		4.3%	
Type of Employment While at R.U.						
Education	20.0%	90	88.1%	84	45.0%	20
Non-education	80.0%		11.9%		55.0%	
Occupation						
Teacher	44.0%	150	45.8%	118	56.5%	23
Guidance Counselor	2.7%		5.1%		4.3%	
Administrator	6.0%		21.2%		30.4%	
Unemployed	22.7%		5.1%		4.3%	
Salary						
< $6,000	14.5%	145	4.2%	118	4.3%	23
$6,000 - $ 9,000	11.7%		1.7%		0.0%	
$9,000 - $12,000	14.5%		14.4%		8.7%	
$12,000 - $15,000	13.1%		26.3%		21.7%	
$15,000 - $17,000	7.6%		14.4%		21.7%	
$17,000 - $20,000	7.6%		17.8%		21.7%	
> $20,000	6.9%		16.9%		21.7%	
None	24.1%		4.2%		0.0%	
Work Since Graduation						
Full-time education	50.0%	152	70.3%	118	95.7%	23
Full-time ed-related	5.3%		6.8%			
Full-time non-ed-related	9.9%		11.9%			
Part-time ed. or related	9.9%		2.5%			
Part-time non-ed-related	3.9%		0.8%			
Full-time home	11.8%		3.4%			
Job Satisfaction						
Highly satisfied	46.7%	137	50.9%	116	69.6%	23
Somewhat satisfied	31.4%		32.8%		26.1%	
Neutral	8.8%		6.9%		0.0%	
Unsatisfied	13.1%		9.5%		4.3%	

Table IV, 2 contains a profile of the entire alumni sample. The majority are female (60.7%), Caucasian (78.3%), and the modal age grouping is between 30 and 39 years, 51.5% have B.A.'s, 40.7% have M.A.'s, and 8% have received both degrees from Roosevelt in education. More than one-fourth of those with B.A.'s have obtained an advanced degree after leaving Roosevelt.

TABLE IV, 2

Profile of Alumni Sample

Characteristic	%		n
Sex			
Male	39.3%		295
Female	60.7%		
Year of Birth			
1905 - 14	1.7%		295
1915 - 24	11.5%		
1925 - 34	25.8%		
1935 - 44	40.0%		
1945 - 54	21.0%		
Race			
Caucasian	78.3%		295
Black	19.0%		
Other	2.4%		
Parents' Income			
Lower	35.7%		294
Middle	60.5%		
Upper	3.7%		
Parents' Education	(Father's)	(Mother's)	
0 - 8 years	32.2%	27.5%	295
9 - 11	16.6%	15.3%	
12	20.7%	31.9%	
13 - 15	11.5%	16.3%	
16	11.2%	7.5%	
over 16	7.8%	1.7%	
Socio-economic Status			
0 (low)	3.0%		295
1	14.6%		
2	20.7%		
3	15.6%		
4	24.8%		
5	14.9%		
6	2.7%		
7 (high)	3.7%		
	mean = 3.2%		

These results are especially impressive when one considers the educational background of the fathers of these alumni: about 32% had eight or fewer years of school, 37% had at least some high school, 23% had at least some college, and 8% went beyond college. Approximately 60% of the alumni's parents were in the middle income range, and, on an eight-level socioeconomic status (SES) scale, (*0* being lowest SES, *7* being highest), the mean is 3.2*. Approximately 38% of alumni were in the lower SES range (*0-2*), 55% in the middle range (*3-5*), and only 6% in the upper range.

Figure 4, 1 displays the racial composition of Roosevelt University education alumni according to socioeconomic status.

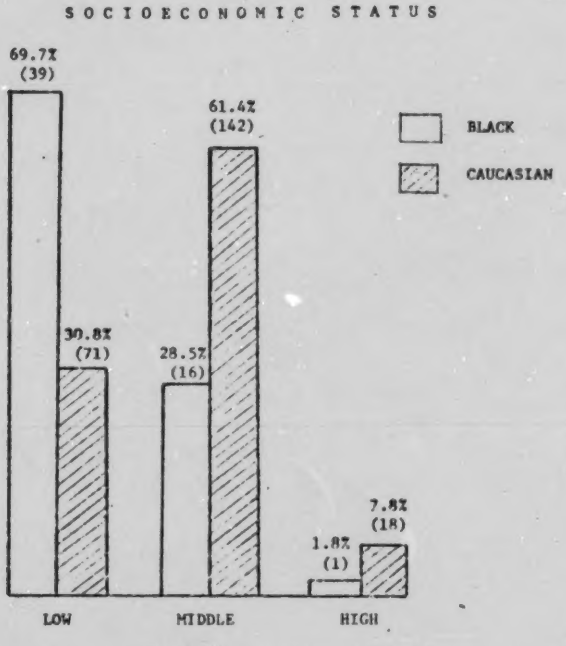

Fig. 4, 1
Racial Composition According To Socioeconomic Status
of Roosevelt University Education Alumni

*An eight-level socioeconomic status scale index was computed as follows:

$$\frac{\text{Father's Educational Level and Mother's Educational Level} * \text{Family Income}}{K \text{ (Constant)}}$$

The majority of Black students (70%) were in the low socioeconomic category compared to only 30% of the Caucasian sample. Many Caucasians came from middle SES backgrounds (61%) although only 28% of Blacks were in this category. More than four times as many Caucasians (in terms of total percentages) come from the upper SES group although the total number in this group is quite small (19).

The majority of the sample who received B.A.'s from Roosevelt were in Secondary Education (38%) and Elementary Education (33%); 24% were in the Kindergarten-Primary program. Of those receiving M.A.'s, the majority (58%) were in Administration and Supervision, with smaller percentages in Guidance and Counseling (20%), Elementary Education (13%) and Early Childhood Education (9%). About 30% of B.A. alumni received their degrees before 1960; the other 70% were fairly evenly spread out between 1960 and 1974 with one-fourth of all B.A.'s obtained from 1970-1974. Since Master degree programs were instituted later than Bachelor programs, only 4% of the M.A. alumni received degrees before 1960; the majority were obtained from 1970-1974 (59%), with 28% between 1965 and 1969 and 10% between 1960 and 1964 as shown in Table IV, 3.

TABLE IV, 3

Program Area at Roosevelt and Year of Degree

Program Area	%	n
Undergraduate Program Area		
Kindergarten-Primary	24.1%	162
Elementary	33.3%	+
Secondary	38.3%	
Other	4.3%	

(Continued)

TABLE IV, 3 (Cont'd)

Program Area	%	n
Graduate Program Area		
Administration & Supervision	57.9%	126
School Guidance & Counseling	14.3%	↓
Vocational Guid. & Counseling	6.4%	
Early Childhood Education	8.7%	
Elementary Education	12.7%	

Year of Degree	B.A.	M.A.
1945 - 49	6.9%	0.0%
1950 - 54	14.9%	0.7%
1955 - 59	8.6%	3.7%
1960 - 64	20.7%	9.6%
1965 - 69	23.6%	27.9%
1970 - 74	25.3%	58.1%

The composition of undergraduate and graduate programs according to race and sex of alumni, is displayed in Figure 4, 2 and also in Tables IV, 4 and IV, 5. A comparison of percentages of males and females is found in Figure 4, 2. Of those males with B.A.'s, most were in Secondary Education (62%), one-fourth were in Elementary Education (grades 3-8), and only 2% were in Kindergarten-Primary programs. (The remaining 10% not shown were probably in Music Education or Business Education programs). Proportionally, fifteen times as many females were in Kindergarten-Primary programs (32%), and half as many were in Secondary Education (30%). Thirty-five percent of B.A. females were in Elementary Education (grades 3-8) programs — proportionally 10% more than males. Of those with M.A. degrees, more than twice the percentage of males were in Administration and Supervision as females

(68% of males compared to 31% of females). One-half of all female M.A.'s were in either Early Childhood Education programs (25%) or Elementary Education programs (25%), whereas only 9% of all males were in Elementary Education, and 1% of males were in Early Childhood Education.

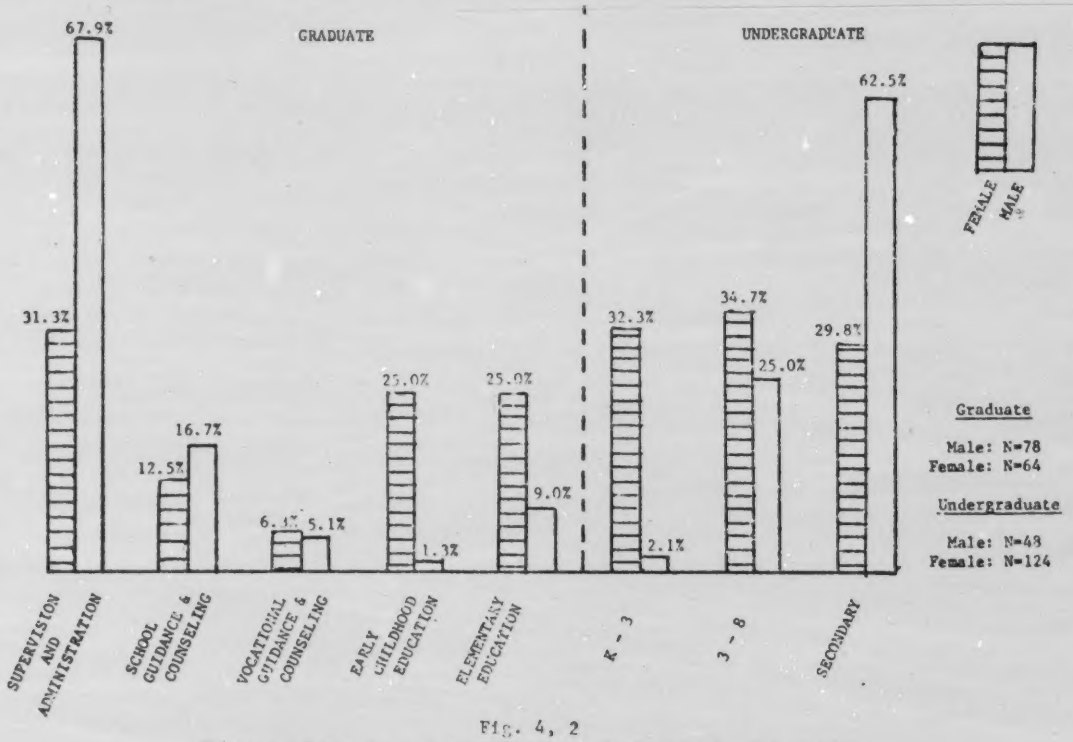

Fig. 4, 2
Percent of Female and Male Students in Roosevelt University Graduate and Undergraduate Education Programs

Differences in the racial composition of alumni in undergraduate and graduate programs is minimal (Tables IV, 4 and IV, 5). Of the B.A. alumni, the major difference was in the Secondary Education program area: 29% of Black alumni and 40% of Caucasian alumni were in this program. A slightly higher percentage of Blacks were in Elementary Education programs. Of the M.A. alumni, more than twice the percentage of Caucasians were in Guidance and Counseling programs (*n*'s were small for Guidance and Counseling). There was no major difference in the percentage of Caucasians or Blacks in Administration

and Supervision programs, the largest graduate program area.

TABLE IV, 4

Racial Composition of Alumni
in Roosevelt University
Undergraduate Education Programs

UNDERGRADUATE PROGRAM AREA	Caucasian (n=141)	Black (n=28)
K - 3	23.4% (33)	28.6% (8)
3 - 8	30.5% (43)	39.3% (11)
Secondary	40.4% (57)	28.6% (8)
Other	5.7% (8)	3.6% (1)

TABLE IV, 5

Racial Composition of Alumni
in Roosevelt University
Graduate Education Programs

GRADUATE PROGRAM AREA	Caucasian (n=104)	Black (n=31)	Other (n=7)
Supervision - Administration	54.8% (57)	48.4% (15)	14.3% (1)
Guidance - Counseling	16.3% (17)	6.5% (2)	28.6% (2)
Vocational Guid. - Counseling	5.8% (6)	3.2% (1)	14.3% (1)
Early Childhood Education	11.5% (12)	12.9% (4)	14.3% (1)
Elementary Education	11.5% (12)	29.0% (9)	28.6% (2)

As Table IV, 6 indicates, only a slightly higher percentage of the Black alumni are female (66%) than are the Caucasian alumni (58% are female).

TABLE IV, 6

Characteristics of Roosevelt University Education Graduates: Race and Sex

	Caucasian (n=231)	Black (n=56)	Other (n=7)
Male	41.6% (96)	33.9% (19)	14.3% (1)
Female	58.4% (135)	66.1% (37)	85.7% (6)

The current professional characteristics of the entire alumni sample is shown in Table IV, 7. About 70% are currently employed in the field of education: 45% are teachers, 14% are administrators, 4% are guidance counselors, and 7% are in other education jobs. Approximately 14% are unemployed and 2% are retired. The modal salary range is between twelve and fifteen thousand dollars, although the mean is probably closer to fifteen since 25% of the alumni are earning seventeen thousand or more.

TABLE IV, 7

Current Professional Characteristics of Alumni Sample

Characteristics	%	n
Current Occupation		
Teacher	45.3%	296
Guidance Counselor	3.7%	+
Administrator	13.8%	
Other education	6.8%	
Non-education	13.5%	
Unemployed	13.8%	
Retired	1.7%	

(Continued)

TABLE IV, 7 (Cont'd)

Characteristics	%	n
Salary (yearly)		
None	13.5%	296
< $6,000	9.1%	↓
$6,000 - $ 9,000	6.4%	
$9,000 - $12,000	13.5%	
$12,000 - $15,000	18.6%	
$15,000 - $17,000	11.2%	
$17,000 - $20,000	12.5%	
> $20,000	12.2%	
Type of School		
Public	91.7%	192
Private	7.8%	
Location of School		
Urban	61.8%	191
Suburban	34.6%	
Rural	3.7%	
Chicago	71.4%	192
Illinois (other than Chicago)	12.0%	
U. S. (other than Illinois)	16.7%	
Grade Level		
Pre-school	11.4%	193
Elementary	40.4%	↓
Middle School	16.6%	
High School	23.8%	
College	7.8%	

The overwhelming majority of those employed in education (92%) are working in public schools in Chicago at the elementary school level (40%). About 24% are working in high schools, 17% in middle schools, 11% in pre-schools and 8% in colleges or universities. An analysis of the grade level of education alumni presently employed in education is shown in Table IV, 8. Most teachers are elementary school teachers (42%) and high school teachers (25%). Most guidance counselors are working in high schools (40%) or middle schools (30%). The majority of administrators are employed in elementary schools (42%), with sizeable percentages in pre-schools (21%) and high schools (18%), One-third of all other educators are working in pre-schools while the rest are employed at all other grade levels.

TABLE IV, 8

Grade Level of
Roosevelt University Education Alumni
Presently Employed in Education

	Pre-School	Elementary	Middle	High School	College
Teachers (n-130)	7.7% (10)	41.5% (54)	18.5% (24)	24.6% (32)	7.7% (10)
Guidance Couns. (n=10)	———	20.0% (2)	30.0% (3)	40.0% (4)	10.0% (1)
Administrators (n=33)	21.2% (7)	42.4% (14)	9.1% (3)	18.2% (6)	9.1% (3)
Other Educ. (n=12)	33.3% (6)	16.7% (2)	16.7% (2)	25.0% (3)	8.3% (1)

The majority of educators' schools are located in urban areas (62%) with a sizeable percentage in suburban areas (35%), and a small percentage in rural areas (4%). It is apparent from Table IV, 9 that the majority of all alumni presently employed in education are working in the Chicago metropolitan area. In comparison to other education professions, teachers represent the highest percentage currently working in the Chicago area (75% of all teachers). However, as many as half of the guidance counselors, 64% of administrators and 67% of other educators are also working in the Chicago area. The precise numbers of the location of alumni schools both within Chicago, Illinois and the United States can be found in this table.

TABLE IV, 9

School Location
of Roosevelt University Education Alumni
Presently Employed in Education

	Chicago and Vicinity	Illinois (not Chicago)	U.S. (not Illinois)
Teachers (n=130)	74.6% (97)	8.5% (11)	16.9% (22)
Guidance Counselors (n=10)	50.0% (5)	30.0% (3)	20.0% (2)
Administrators (n=33)	63.6% (21)	21.2% (7)	15.2% (5)
Other Educators (n=12)	66.7% (8)	8.3% (1)	25.0% (3)

Table IV, 10 presents some measures of job stability and satisfaction. The data indicates that over 61% of all education alumni have been working full-time in the field of education since they graduated from Roosevelt. An additional 6% have been primarily working part-time in the field of education. Thus, from the time of graduation, approximately 74% of alumni have been working in education or education-related fields. About 12% have been working on either a full-time or part-time basis in jobs other than education. A small percentage (7%) have been primarily full-time "homemakers".

The majority of alumni express a high degree of job satisfaction; half are highly satisfied and 32% are somewhat satisfied with their present jobs. Most have been employed in the same occupation over a long period of time. Over half have been working for six or more years and almost half have been employed at the same job since graduation.

TABLE IV, 10

Measures of Job Stability and Satisfaction

Characteristic	%	n
Work Situation Since Graduation		
Full-time education	61.2%	296
Full-time education-related	5.7%	
Full-time non-education	9.8%	
Part-time education	6.1%	
Part-time non-education	2.4%	
Full-time home	7.4%	
Full-time student	1.0%	
Unemployed-available	1.0%	
Unable to work	1.0%	
Other	3.7%	
Years in Present Occupation		
1 - 2	17.6%	296
3 - 5	18.6%	
6 - 10	21.3%	
11 - 15	11.1%	
16 - 20	8.1%	
Over 20	7.4%	
No response	15.9%	
Job Changes		
None	43.9%	280
Once	26.8%	
2 - 4	25.0%	
More than 4	4.3%	
Job Satisfaction		
Highly satisfied	50.4%	276
Somewhat satisfied	31.5%	
Neutral	7.2%	
Somewhat dissatisfied	9.1%	
Highly dissatisfied	1.8%	

The career patterns of alumni can be most readily elucidated when analyzed by year of degree. The present occupation and the number of years in present occupation are shown with year of degree categorical breakdowns.

Figure 4, 3 presents the present occupation of education B.A. graduates according to year of degree. A few interesting patterns emerge. The majority of graduates from all year groupings except

1955-1959 are presently working with children as teachers and guidance counselors. For some unknown reason, the largest group of graduates receiving degrees from 1955-1959 are now unemployed or retired (the number for this group, however, is only 15). It is interesting to note the high percentage of alumni with B.A.'s from 1945-1954 who are presently working as teachers or guidance counselors. In the past decade, there has been an increase in the percentage of B.A. graduates working in the classroom and a decrease in both those working in administration and other education jobs and those who are unemployed.

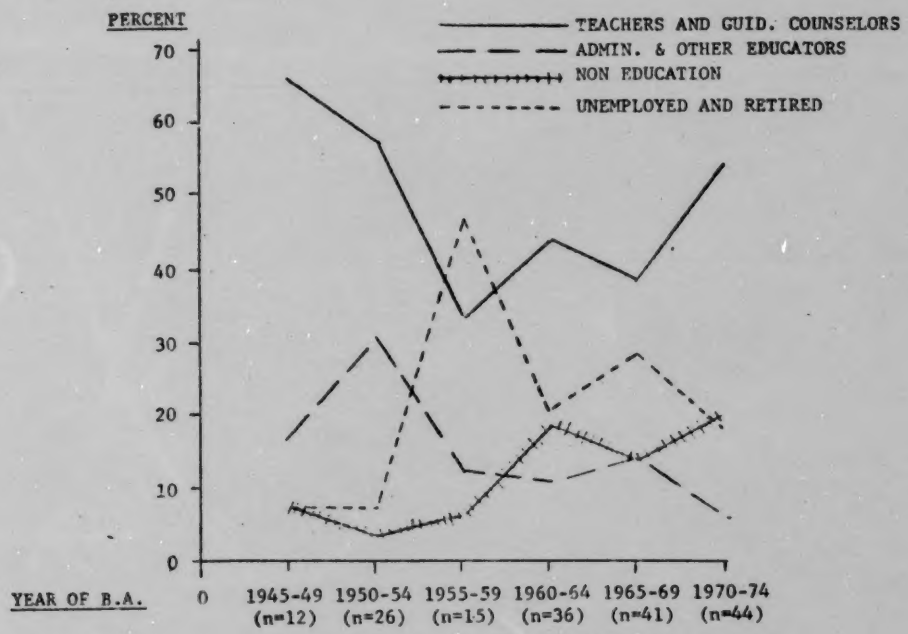

Fig. 4, 3
Present Occupation of Roosevelt University Education Graduates According to Year of B.A.

It is significant to note the high percentage of M.A. alumni from all years who are presently working as teachers or guidance counselors in light of the fact that most were in Administration and Supervision

It has been noted that the sample of Roosevelt University graduates have been employed in their present occupation for a long period of time. Table IV, 11 presents the number of years they have been working in education according to the year of graduation. As expected, the longer the period of time between now and the year of B.A., the longer the period the graduates have been employed in education. Of the 1945-59 B.A. group presently in education, 67% have been working in their educational profession for sixteen or more years; 58% of the 1950-1954 group have been working eleven or more years; 66% of the 1960-1964 group have been working six or more years; 52% of the 1965-1969 group have been working six or more years. Most of the more recent graduates (1970-1974) have, of course, been working in education for one or two years; one-third of this group have been in the same education profession for three to five years.

TABLE IV, 11

Roosevelt University Education Graduates
Presently Employed in Education
According to Year of B.A.

YEARS IN PRESENT EDUCATION OCCUPATION	YEAR OF B.A.					
	1945-49 (n=9)	1950-54 (n=21)	1955-59 (n=6)	1960-64 (n-13)	1965-69 (n=21)	1970-74 (n=21)
1 - 2	0.0% (0)	14.3% (3)	0.0% (0)	0.0% (0)	14.3% (3)	61.9% (13)
3 - 5	11.1% (1)	9.5% (2)	0.0% (0)	33.3% (6)	33.3% (7)	33.3% (7)
6 - 10	0.0% (0)	19.0% (4)	16.7% (1)	27.8% (5)	52.4% (11)	4.8% (1)
11 - 15	22.2% (2)	9.5% (2)	50.0% (3)	38.9% (7)	0.0% (0)	0.0% (0)
16 - 20	22.2% (2)	19.0% (4)	16.7% (1)	0.0% (0)	0.0% (0)	0.0% (0)
>20	44.4% (4)	28.6% (6)	16.7% (1)	0.0% (0)	0.0% (0)	0.0% (0)

A similar pattern exists for the M.A. graduates (Table IV, 12). These alumni have been working in the field of education longer than B.A. graduates since most are full-time educators while students at Roosevelt. Of the 1955-1959 M.A. group presently in education, 60% have been working eleven or more years; 85% of the 1960-1964 group have been working six or more years; 62% of the 1965-1969 group have been working six or more years, and 70% of the 1970-1974 group have been working six or more years. It is apparent that the within-group differences are much smaller for the M.A. graduates than for B.A. graduates.

TABLE IV, 12

Roosevelt University Education Graduates
Presently Employed in Education
According to Year of M.A.

YEARS IN PRESENT EDUCATION OCCUPATION	YEAR OF M.A.			
	1955 - 59 (n=5)	1960 - 64 (n-13)	1965 - 69 (n=29)	1970 - 74 (n=62)
1 - 2	0.0% (0)	7.7% (1)	13.8% (4)	12.9% (8)
3 - 5	0.0% (0)	7.7% (1)	24.1% (7)	17.7% (11)
6 - 10	40.0% (2)	15.4% (2)	27.6% (8)	35.5% (22)
11 - 15	20.0% (1)	23.1% (3)	13.8% (4)	55.6% (10)
16 - 20	20.0% (1)	15.4% (2)	17.2% (5)	9.7% (6)
> 20	20.0% (1)	30.8% (4)	3.4% (1)	8.1% (5)

Thus, it is apparent that most Roosevelt education graduates are working in the roles for which they have been prepared. To summarize, most express a high degree of job satisfaction. The largest group of graduates are elementary school teachers working in the Chicago area. Most B.A. alumni are females whereas males constitute a majority of the entire sample as do Caucasians as a racial group. Most B.A. alumni were in Secondary and Elementary Education programs; most M.A. alumni were in Administration and Supervision programs. Some large sex differences have been noted in the composition of the graduate and undergraduate program areas. Although most alumni come from middle SES backgrounds, the majority of Blacks come from low SES backgrounds. A high level of commitment to the field of Education is a characteristic of the majority of all alumni.

Variables Affecting the Occupational Outcomes of Alumni

The previous section has revealed that most of Roosevelt's graduates have entered the areas of education in which they have been prepared. However, in order to obtain an accurate and complete assessment of the career patterns of Roosevelt alumni, the effects of certain variables upon specific occupational outcomes need to be examined. "Occupational outcomes" include such factors as present occupation, salary, school location, and advanced degree. This study seeks to focus on the independent variables of socioeconomic status (SES), race and sex, influencing the occupational outcomes of alumni, especially in light of the limited information available concerning status before admission. Although casual relationships will not be made, this study

will illuminate some of the within-group differences which do exist and speculate about the reasons for these differences.

The relation of socioeconomic status to the occupational outcomes of salary, advanced degree, and school location was examined. Figure 4, 5 indicates the percent of Roosevelt University education graduates in salary categories according to SES. There appears to be nearly an inverse relationship between one's SES group category and present salary. Thus, those alumni previously in low SES groups are earning the highest salaries (more than half earn more than $15,000), whereas those in high SES groups are earning the least high (only 19% earn more than $15,000). Middle SES groups' salaries are widely distributed among all salary categories. It should be kept in mind, however, that salaries in most Chicago suburbs are lower than salaries in Chicago and the low SES group are teaching in the city.

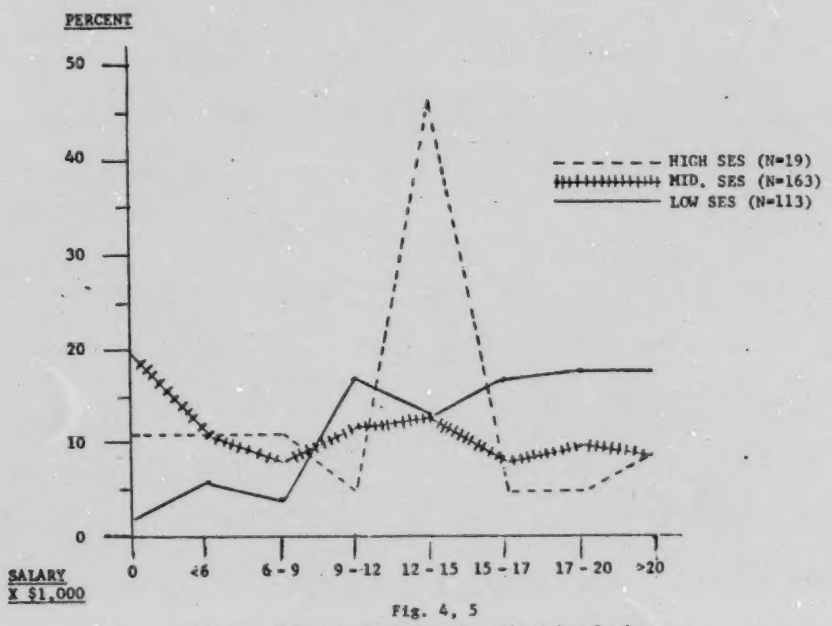

Fig. 4, 5
Percent of Roosevelt University Education Graduates in Salary Categories According to Socioeconomic Status

Figure 4, 6 presents the percent of alumni in SES groups according to whether or not they possess an advanced degree (M.A., Ph.D., Ed.D., etc.). The highest percent with advanced degrees are those from low SES groups (67%), the next highest percentage occurs among the high SES group (56%), and 43% of middle SES groups hold advanced degrees.

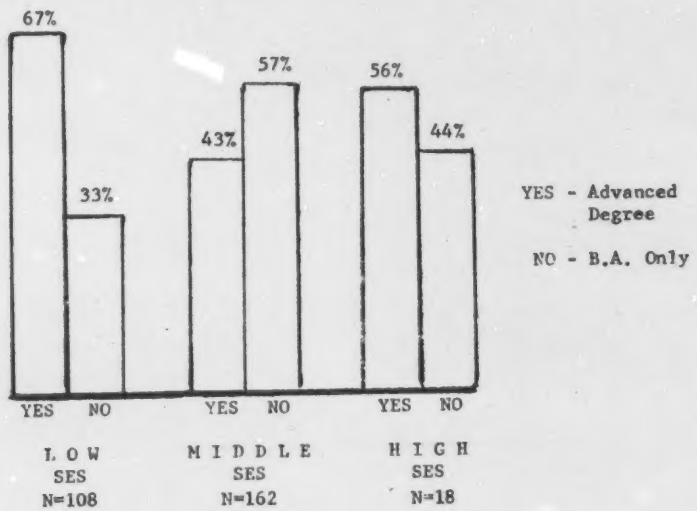

Fig. 4, 6
Roosevelt University Alumni with Advanced Degrees According to Socioeconomic Status

It has already been noted that most alumni are teaching in urban areas (mainly the Chicago area). An SES breakdown of teachers (Figure 4, 7) reveals that the highest percentage teaching in an urban area occurs in those alumni previously in low SES groups (71%). Middle SES groups are almost evenly divided between urban and non-urban areas, although most (54%) are teaching in urban areas. Sixty-four percent of the small number of high SES group are teaching in urban areas. Thus, it is apparent that those alumni previously in low SES groups are currently earning the highest salaries, hold the most advanced degrees, and mainly teach in urban areas in comparison

to the percentages of high and middle SES groups. This is in keeping with the upward mobility mission of Roosevelt University.

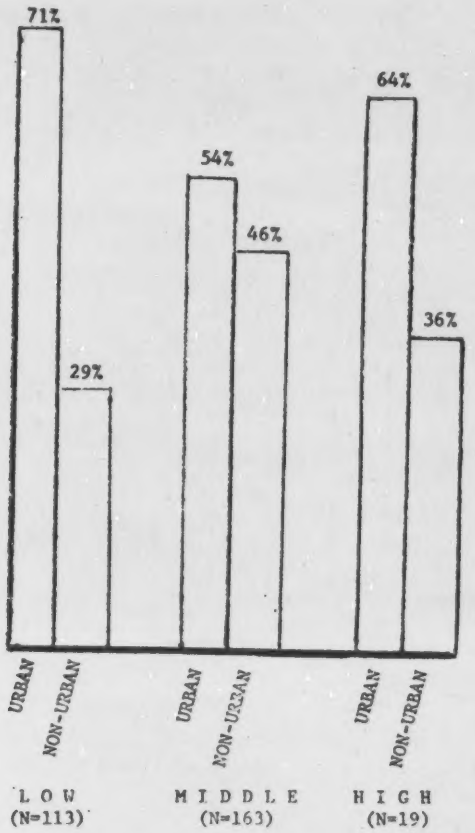

Fig. 4, 7
Roosevelt University Education Alumni
Urban and Non-Urban Teachers According to Socioeconomic Status

The racial composition (Blacks and Caucasians) of alumni was examined according to the occupational outcomes of occupation, salary, advanced degree, school location. Figure 4, 8 displays the racial composition and present occupational status of alumni. A larger percentage of Blacks than Caucasians are employed in education as teachers, guidance counselors and administrators (88% of Blacks compared to 56% of Caucasians), although a larger percentage of Caucasians are working in other education jobs, non-education, and are

unemployed. Almost 17% of all Caucasians are unemployed compared to 4% of all Blacks. This group of unemployed primarily consists of women who are full-time housewives.

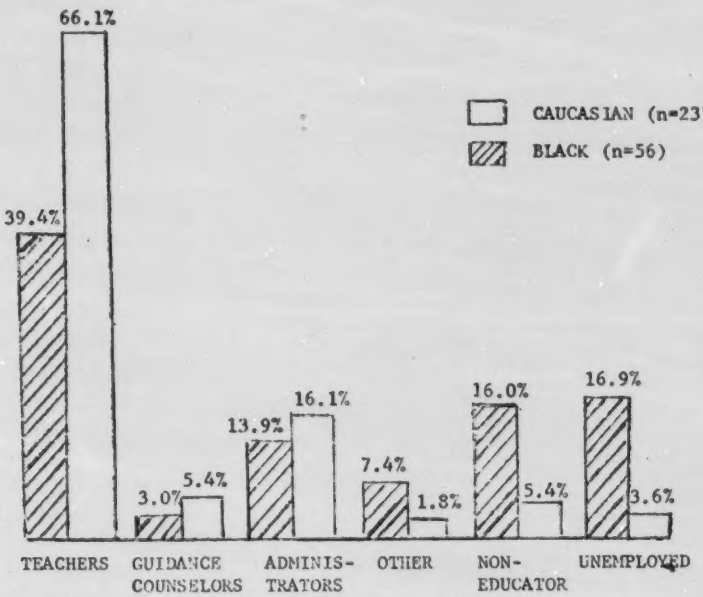

Fig. 4, 8
Racial Composition
and Present Occupational Status
of Roosevelt University
Education Alumni

The salaries for the entire alumni sample of Caucasians and Blacks are shown in Figure 4, 9 and the salaries for Caucasian and Black teachers are indicated in Figure 4, 10. Most Blacks (52%) are earning more than $15,000; 32% of Caucasians are earning this amount. Almost 45% of Black alumni are earning nine to fifteen thousand dollars compared to 28% of Caucasian alumni. The largest differences is in the under $9,000 salary range since few Blacks in this sample work part-time or not at all (2%) compared to the proportion of Caucasians who are "homemakers" or work part-time (37%). For teachers only, the major difference between groups is probably explained by the fact that no Blacks work part-time whereas 20% of Caucasian teachers do work part-

time and earn less than $9,000. Most Black teachers (61%) earn between nine and fifteen thousand dollars. Almost the same percentage of Caucasian as Black teachers earn more than fifteen thousand dollars, although a slightly higher proportion of Caucasians earn more than seventeen thousand dollars.

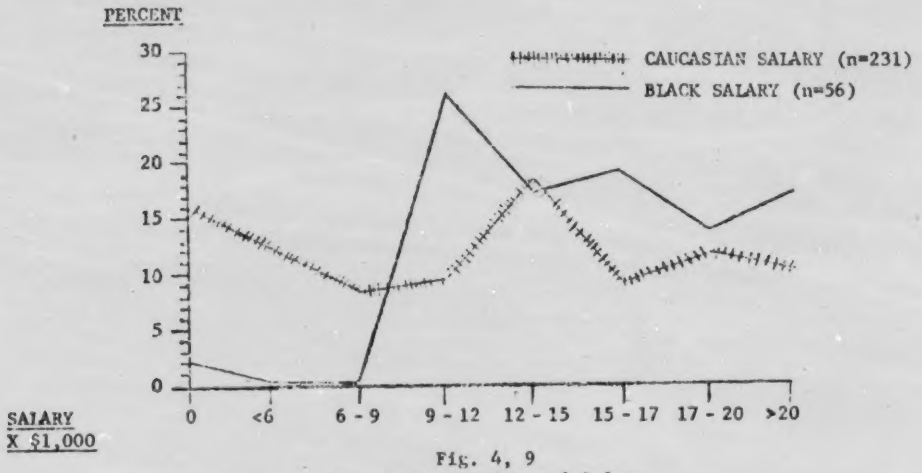

Fig. 4, 9
Racial Composition and Salary
of Roosevelt University Education Alumni

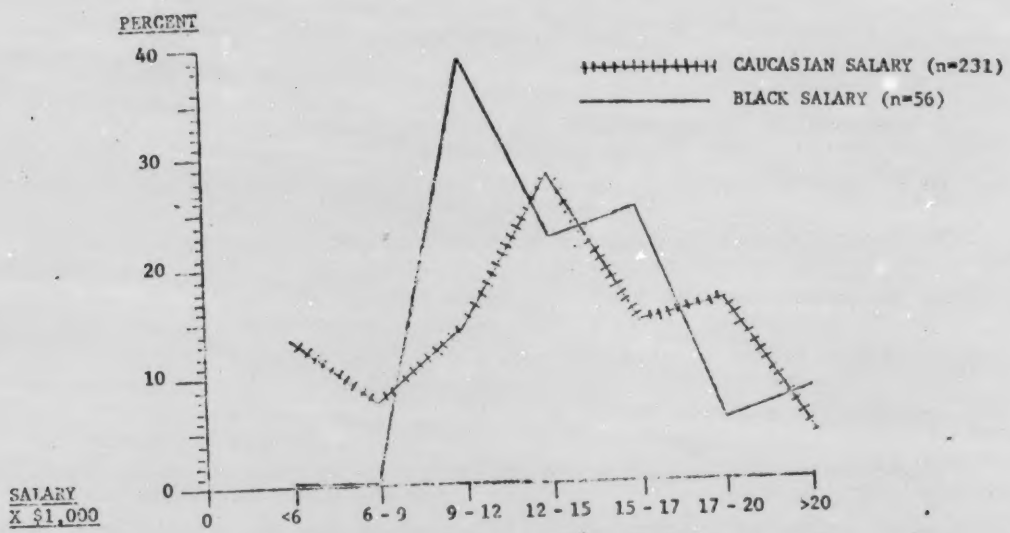

Fig. 4, 10
Racial Composition and Salary
of Roosevelt University Education Alumni
Presently Employed as Teachers

Racial composition of alumni was also analyzed according to school location and advanced degree. It is interesting to observe (Table IV, 13) that 96% of all Blacks employed in education are working in schools in urban areas. On the other hand, Caucasians in education are fairly evenly divided between those working in urban (49%) and non-urban (51%) schools. The majority of both Blacks and Caucasians have M.A. degrees; however, a slightly higher percentage of Blacks (68%) than Caucasians (58%) hold advanced degrees. The significant racial differences then are that a higher proportion of Blacks are employed in the education field, are earning slightly higher salaries in general, and are largely working in urban schools.

TABLE IV, 13

Racial Composition According to School Location of Roosevelt University Education Alumni Presently Employed in Education

LOCATION OF SCHOOL	RACE	
	Caucasian (n=136)	Black (n=47)
URBAN	49.3% (67)	95.7% (45)
NON-URBAN	50.7% (69)	4.3% (2)

The independent variable of sex was studied in relation to the occupational outcomes of advanced degree, occupation, and salary. As Figure 4, 11 indicates, most males in the sample hold advanced degrees (almost 86%) whereas most females (almost 56%) do not have such degrees. When occupation is analyzed according to sex (see Table IV, 14), the modal occupation for both males and females is teaching (48% of females, 40% of males are teachers). A slightly higher percentage of

TABLE IV, 14

Occupation of Roosevelt University
Education Alumni
According to Sex

	Teachers	Guidance Counselors	Administrators	Other Educators	Non-Education	Unemployed	Retired	No Response
FEMALE	48.0%	2.8%	5.6%	6.7%	11.2%	21.8%	2.2%	1.7%
(n=179)	(86)	(5)	(10)	(12)	(20)	(39)	(4)	(3)
MALE	40.5	5.2%	26.7%	6.9%	17.2%	1.7%	0.9%	0.9%
(n=116)	(47)	(6)	(31)	(8)	(20)	(2)	(1)	(1)

males (17%) than females (11%) is working in non-education jobs. The categories where the greatest differences exist are administration and unemployed. Twenty-seven percent of all males are administrators, compared to 6% of all females. Twenty-two percent of all females are unemployed, compared to 2% of all males.

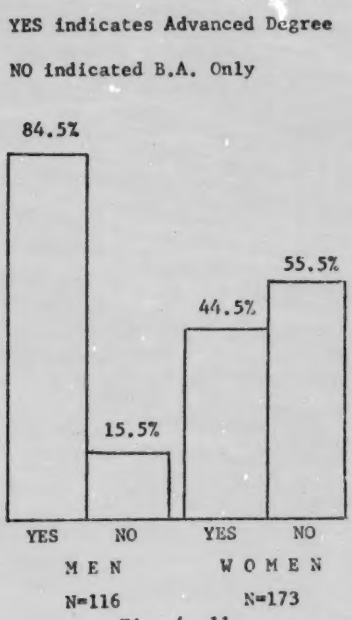

Fig. 4, 11
Male and Female Roosevelt University Alumni with Advanced Degrees

Figures 4, 12 to 4, 16 show the salaries of males and females in the various occupational and degree groupings. For the entire alumni sample, the following relationship is apparent, as shown in Figure 4, 12: males earn increasingly higher salaries than females for every salary grouping above and including $12,000, whereas an increasingly higher proportion of females are earning salaries less than $12,000. It is striking to note the large proportion of men earning above $20,000 (26%), and the proportion of women earning

no salary at all (21%). The majority of males are earning more than $15,000 (60%), compared to 20% of females in this salary range. About half of all females are earning between six and seventeen thousand dollars.

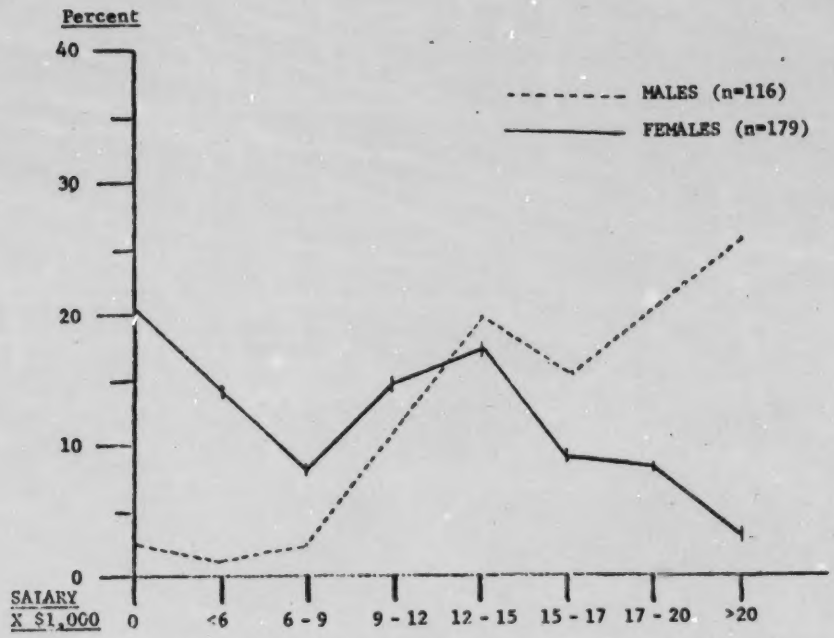

Fig. 4, 12
Salary of Male and Female
Roosevelt University Education Alumni

The salaries of male and female alumni were examined for teachers and those in non-education jobs as well as for B.A. and M.A. alumni. Teaching represents the most popular occupation among alumni. It can be seen from Figure 4, 13 that males are earning proportionally higher salaries than females. Most female teachers are earning between nine and fifteen thousand dollars (53%). About 70% of all female teacher's salaries are between nine and fifteen thousand dollars.

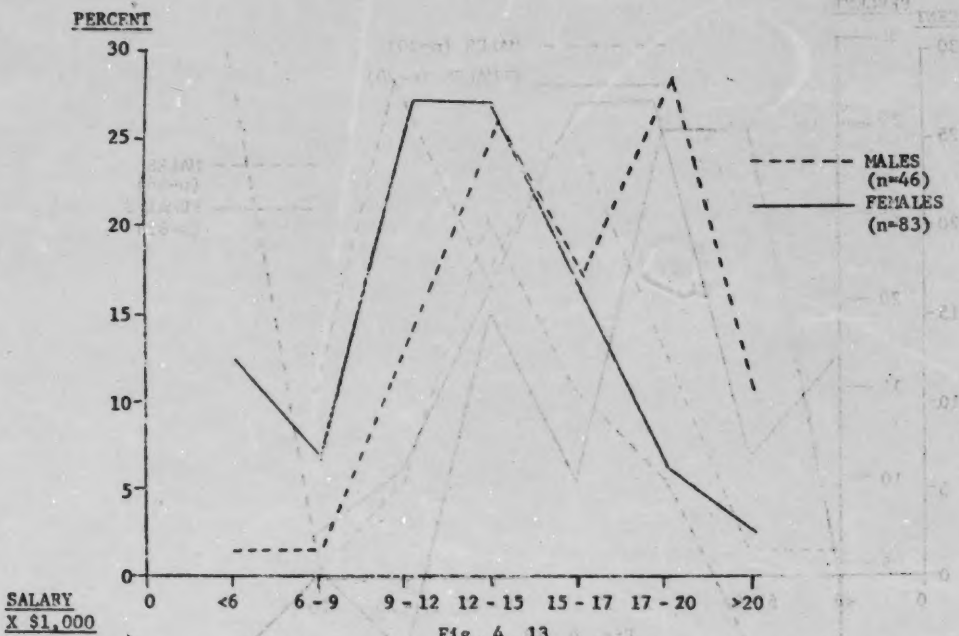

Fig. 4, 13
Salary of Male and Female
Roosevelt University Education Alumni
Presently Employed as Teachers

The salary differences are much greater between those males and females who have non-education jobs (Figure 4, 14). It is apparent that differences are most outstanding at the lower and higher ends of the salary scale: most females (65%) are earning less than $9,000, whereas half of all males in non-education jobs are earning more than $15,000, and 35% of these non-education male alumni are earning more than $20,000. No female in non-education has a salary above $20,000. Other education occupations have not been discussed in regard to male-female salary differences due to the relatively small numbers of alumni in these other occupations. It should be noted, however, that of the thirty males and ten females in administration, over half of the males are earning more than $20,000 compared to one-fifth of the females.

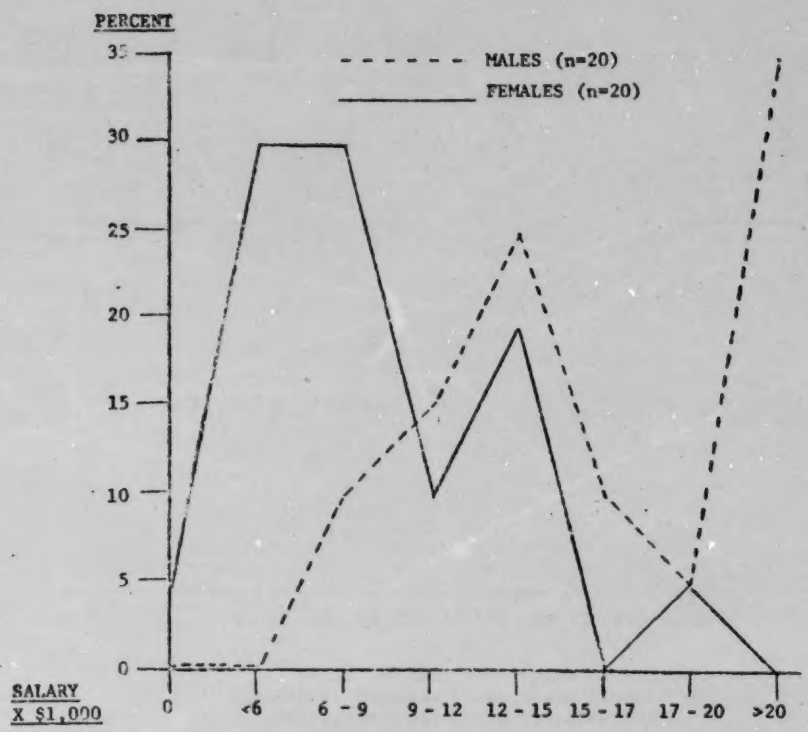

Fig. 4, 14
Salary of Male and Female
Roosevelt University Education Alumni
Employed in Non-Education Jobs

The same pattern of high salaries for males and low salaries for females holds for B.A. alumni (Figure 4, 15). Some of these differences can, perhaps, be explained by the fact that a much higher proportion of males hold M.A. degrees than females. For this reason, it is interesting to examine salaries of male and female M.A. alumni (Figure 4, 16). Again, proportionally more females earn less than $12,000 and more males earn more than $15,000, although the differences are not nearly as large as between B.A. alumni. Some of this difference may be attributed to the larger proportion of male M.A.'s than female M.A.'s in administration.

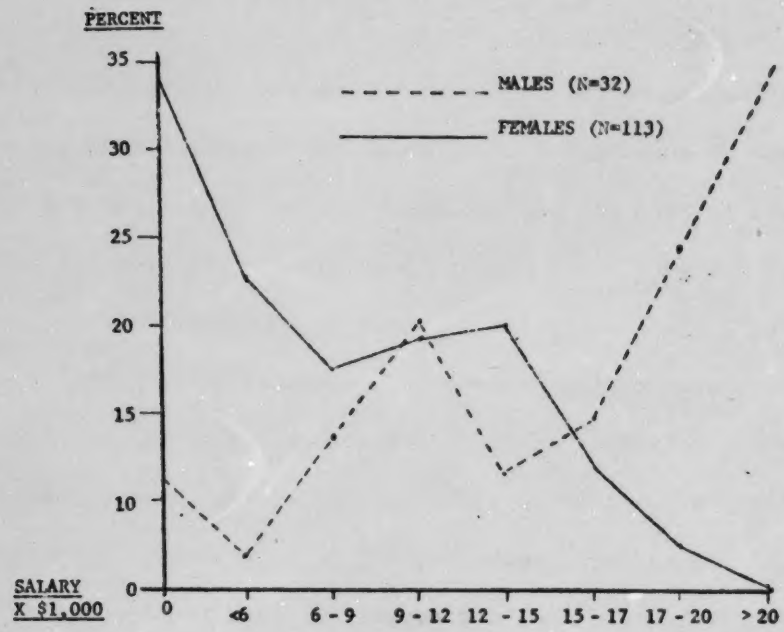

Fig. 4, 15
Salary of Male and Female
Roosevelt University Education B.A. Alumni

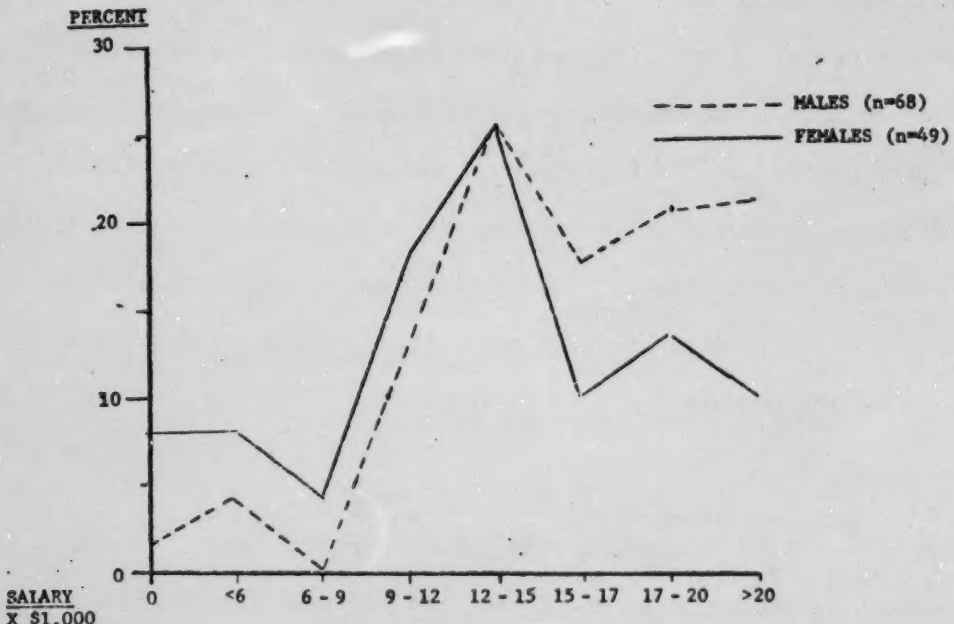

Fig. 4, 16
Salary of Male and Female
Roosevelt University Education M.A. Alumni

Alumni Evaluation of the Roosevelt University Education Program

Table IV, 15 indicates the entire alumni sample's evaluation of education programs at Roosevelt.[1] Percentages and mean ratings are given. When asked to rate the usefulness of various aspects of the education program for work in education, most alumni rate them "very useful" or "useful". The exception if foundation coursework which received the lowest mean rating -- between "somewhat useful" and "useful". Student teaching or practicum experience is given the highest ratings. Sixty-one percent of all alumni rated this experience "extremely useful" and another twenty percent rated it "very useful". The quality of faculty instruction and support of faculty are also given very high ratings. The rating of the usefulness of the status of the Roosevelt University degree, although "useful", is relatively low in comparison to the other ratings. When asked: "How useful was your Roosevelt University education in preparing you to be an educator or work in an education-related field?", most alumni responded with "very useful" or "useful" ratings. Appendix D contains the evaluation of Roosevelt University education programs by alumni according to their program area at Roosevelt. These evaluations will be given to present program areas in the College of Education for use in the planning process.

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[1]The scale used ranged from *5* to *1*, where *5* is extremely useful, *4* is very useful, *3* is useful, *2* is somewhat useful, and *1* is not useful at all. Foundations and methods coursework are usually given low ratings in students' evaluations. See for example: Koff, Trinchero, and Shavelson, *Microteaching Data Bank Project Progress Report*, Stanford Center for Research and Development in Teaching, April, 1972, p. 16.

TABLE IV, 15

Evaluation of the Roosevelt University Education Program by Roosevelt University Education Alumni

Items	Percentages					mean	n
	Extremely useful 5	Very useful 4	Useful 3	Somewhat useful 2	Not useful at all 1		
Usefulness of education for working as an educator	24.9%	31.9%	26.7%	13.7%	2.8%	3.6%	285
Quality of faculty instruction	29.5%	35.1%	26.3%	7.0%	2.1%	3.8%	285
Support of faculty	26.5%	33.7%	30.5%	6.1%	3.2%	3.7%	279
Usefulness of program in comparison to graduates of other institutions	20.6%	37.2%	29.6%	10.1%	2.2%	3.6%	277
Usefulness of status of degree	10.8%	20.6%	32.8%	19.1%	16.6%	2.9%	277
Usefulness of the following for work in education:							
Student teaching or practicum	60.6%	20.2%	9.8%	3.4%	5.9%	4.3%	203
Foundation courses	9.7%	18.8%	29.5%	23.7%	18.4%	2.7%	207
Background courses	23.3%	22.8%	25.2%	18.1%	10.5%	3.3%	210
Methods courses	13.1%	26.8%	36.2%	16.4%	7.1%	3.2%	183
Elective courses	13.8%	38.0%	31.8%	12.3%	4.1%	3.4%	195
Required methods courses in academic area	19.5%	26.0%	30.8%	18.3%	5.3%	3.4%	169
Resident supervisor	24.3%	23.0%	22.4%	11.2%	19.1%	3.2%	152
Methods professor	13.8%	28.7%	33.0%	12.8%	11.7%	3.2%	188
Advisor	32.9%	17.3%	24.7%	11.3%	13.8%	3.4%	231
Required course work in academic area (graduate)	25.3%	35.1%	25.3%	7.8%	6.5%	3.6%	154
Relationship of practicum or experience to coursework	25.6%	31.3%	26.5%	12.8%	3.8%	3.6%	211

When asked why they selected Roosevelt University, alumni most frequently chose the following (Table IV, 16):

1. Accessibility of the University (80%);
2. Ability to take courses at convenient times (63%);
3. Location in an urban setting (60%);
4. Program permitted getting a degree without quitting present employment (42%).

TABLE IV, 16

Most Often Cited Reasons for Selecting Roosevelt University

Reason	% Responding (n = 296)
Accessability of the University (through public transportation, etc.)	80.0%
Ability to take courses at convenient times	62.5%
Location in an urban setting	59.8%
Program permitted getting a degree without quitting present employment	41.5%
Recommended by a former instructor (teacher, guidance counselor, principal, etc.)	33.2%
Reputation of the University	32.9%

The most often cited reasons for selecting education as a field of study were (Table IV, 17):

1. "I find a great deal of personal satisfaction working with children" (69%);
2. "The field of education is the best way for me to make a contribution to my community" (48%);
3. "Education is an interesting academic area" (40%):
4. "I have always wanted to work professionally in schools" (35%).

TABLE IV, 17

Most Often Cited Reasons for Selecting Education as a Field of Study

Reason	% Responding (n = 296)
I find a great deal of personal satisfaction in working with children	69.3%
The field of education is the best way for me to make a contribution to my community	47.6%
Education is an interesting academic area	39.5%
I have always wanted to work professionally in schools	34.8%
Being in education enables me to have my summers free	24.3%
Education is a good field for women	22.3%

These two questions were analyzed for race and sex differences in response, and only two differences were found as follow:

1) Blacks rate the reputation of Roosevelt more highly than Caucasians (50% of Blacks chose this reason compared to 29% of the Caucasians).

2) As expected, only women chose education as a good field for women.

No other differences were evident. Indications are that the overall feelings of alumni on the subject of the Roosevelt University education program are positive, since the overwhelming majority of alumni responded affirmatively (85%) when asked if they would recommend Roosevelt's education program for those interested in education.

A further evaluation of the Roosevelt University education program was found in the answers to two essay questions: "What do you

think the purpose of the new College of Education should be given the fact that there is a teacher surplus?" and "In light of your work in the field of education, what courses or experiences should we be providing our students now, that were not provided when you were at Roosevelt?" The responses were divided into groups of M.A., B.A. and both B.A. and M.A. alumni, and are summarized in Appendix E.

M.A. graduates see the possible purposes of the new College in terms of redirecting the curriculum to areas of teacher shortage, to education-related fields, as well as adding doctoral studies and in-service programs. It was suggested that excellence in teaching be emphasized, criteria for excellence be abstracted, and more stringent standards in admission and retention of students be applied. A placement bureau for graduates was suggested. They also felt the College should use its power to produce such changes in the school system as decreasing class size, "humanizing" the system, and training teachers to use individualized instruction.

The B.A. graduates (who are more likely than M.A.'s to be teachers rather than administrators) felt the same in regard to redirecting the curriculum to areas of teacher shortage, eliminating those with less potential, and emphasizing high standards. They did not advocate, as did the M.A. alumni, efforts on the part of the College to change the school system internally, but rather suggested changes in teachers' attitudes toward social problems. They also suggested teachers be trained to work in open and alternative school settings.

Those who earned both degrees at Roosevelt (the smallest sample) exhibited a range of opinions that could not be differentiated from the

other two groups in any significant way. They advocated decreasing class size in public schools, continuing to educate quality teachers, developing criteria for excellence in teaching and eliminating those who do not have potential, providing programs for in-service teachers, and humanizing teachers.

On the next question concerning what experiences alumni think should be provided students now in education in light of their present work in education, M.A. graduates emphasized coursework with suggestions for the following courses: human relations/communication, law classes providing insight to workings of school boards and other power structures, testing/interview techniques, community involvement, sociology of the inner city, ethnic cultures, the role of government in education, comparative study in international education, research and an internship in administration. B.A. graduates emphasized courses in methods of teaching.

For suggestions other than courses, both B.A. and M.A. graduates mentioned contact with educational personnel outside the University, and practical experiences. M.A. graduates called for more realistic presentation of the problems involved in working in the educational field to be made to college students and suggested a placement service. B.A. graduates overwhelmingly said that more and better practice teaching should be provided earlier in the program. A few felt the College should teach its students how to go about enacting change in the school system and should have professors with more up to date ideas.

On the whole, a wealth of suggestions were made in the essay questions for changes in both practice and philosophy; and providing a forum

for an evaluation of the College's education program and adding much more information to the codeable questions.

Conclusion

Most alumni were quite satisfied, then, with the education they received at Roosevelt and believe such education has been useful to them in their roles as educators. The majority of the entire sample of graduates are currently working in the education field in schools in the Chicago area.

A number of male/female, Black/Caucasian, and low SES/high SES differences have been noted. Most SES differences are probably related to the variable of race since a higher proportion of Blacks are in low SES groups. It is likely that the sex differences noted in the study are a product of sex-role behavior models held by society and perpetuated in this country. For example, a smaller proportion of women than men enter administration and a smaller proportion of men than women enter early childhood education program areas, and consequently, jobs.

The data suggests that the alumni sample, as a whole, and Blacks in particular, are highly upwardly mobile. It is likely that a number of factors, not measured or alluded to in this study, are or have been operating to affect the self-motivation of this group of highly mobile individuals. However, the fact that Roosevelt University is a private university which permits such students to work while furthering their education is very important in attracting these students to Roosevelt, as indicated in their responses. In contrast to many research findings which indicate that being Black and coming from lower SES groups limit one's chances for occupational success, this study suggests this is not the case for Roosevelt education graduates. Rather, in many cases the

opposite relationship seems evident. This conclusion is entirely in keeping with the goals of Roosevelt University as stated on page one of this report. In comparison to findings pertaining to the survival rate of teachers, this sample of alumni ranks far ahead of most education graduates as reported in the literature. About 70% of the entire sample are currently employed in the field of education. Thus, the conclusion appears warranted that Roosevelt University education programs deserve much credit for enabling many alumni to significantly improve their socioeconomic status and, more importantly, find personal satisfaction with their professional careers in education.

It is the writer's conviction that one's education does not end upon the completion of formal schooling. It is hoped that the Career Patterns Study will not be seen as a one-shot research effort. In addition to serving as an impetus for continuing to evaluate and develop new and existing pre-service programs, the importance of serving the needs of alumni working in education must not be under-emphasized. For example, recently the Research and Development Center extended an invitation to alumni to join in a cooperative University personnel/classroom teacher action research effort (Appendix F). The College should continue to "follow-up" its alumni, to provide the means to enable them to keep informed about current educational problems and innovations, and to never lose sight of the fact that alumni in the education field may have as much to teach us as we have to teach them.

Chapter V

RECOMMENDATIONS

The Career Patterns Study is the first major step in establishing a student data bank to be used in a system of formative and summative evaluation of Roosevelt University College of Education programs: a well-designed system has begun to replace the previously fragmented collection and organization of data about students and programs. This system is designed to serve the following functions:

1. To analyze and improve the criteria of admission into graduate and undergraduate College of Education programs.

2. To provide a set of comprehensive data on the characteristics of Roosevelt University College of Education students.

3. To collect and analyze longitudinal data obtained from trainees prior to, during, and after training in order to determine the effectiveness of such training.

4. To follow the progress of our graduates after they obtain their education degrees at Roosevelt.

5. To provide a means of both formative and summative evaluation of the Roosevelt University College of Education programs as well as a set of data to assist in the process of revising the system.

6. To provide a mechanism by which subsequent alumni career patterns studies can be used in the College of Education's decision-making process.

The Career Patterns Study and a Student Information Form have been designed to reflect the objectives of all program areas in the College of Education. In addition, course evaluations are being planned to enable

information from the Career Patterns Study to be given to each program area to provide feedback about the characteristics of students and success of students. Each program area will have the opportunity to then revise the Career Patterns Study and make subsequent changes in order to obtain the information deemed essential for purposes of program planning and revisions.

Chapter VI

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REFERENCES

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Chapter VII

APPENDICES

LIST OF APPENDICES

A. Career Patterns Study Questionnaire

B. Sampling of Non-Respondents Questionnaire

C. Characteristics of Non-Respondents Reached by Telephone

D. Evaluation of Roosevelt University Education Programs by Alumni According to Program Area

E. Responses to Open-Ended Questions

F. Research and Development Cooperative Personnel/Classroom Teacher Action Research Effort

APPENDIX A

CAREER PATTERNS STUDY QUESTIONNAIRE

APPENDIX A

Career Patterns Study Questionnaire

ROOSEVELT UNIVERSITY
COLLEGE OF EDUCATION

Dear Alumnus:

In September, 1972, the Department of Education became the College of Education. As Dean of the new College, I want to invite you to participate in a study we are making of the careers and activities of our graduates. The purpose of the study is to determine how our programs have met your needs and prepared you for a career in education. In addition, we anticipate that the information you give us will be valuable in planning new academic programs in education and related fields.

Will you please complete the attached questionaire and return it in the addressed stamped envelope? Please be assured that your response will be held completely confidential. We cannot overemphasize the importance of your effort in completing the questionnaire. Your participation will help us better meet the needs of students in the College of Education.

Later this year, the College will publish its first newsletter. There we will present a complete summary of the results and information obtained from the survey.

Should you have any questions about the study or about the new College of Education, please feel free to let me hear from you.

Thank you in advance for your cooperation and participation. Your interest will be welcomed, and very much appreciated.

With all best wishes.

Cordially,

Robert H. Koff

Robert H. Koff,
Dean

(Continued)

Appendix A (Cont'd)

CAREER PATTERNS STUDY

If there are any errors in the name and address shown below, or if the address shown is not the one to which your mail should be sent, please enter your correct name and address in the spaces provided below.

Last Name

First Name

Street Address

City and State

Zip Code

In addition, please provide the following biographical information:

1. Maiden Name (if used at Roosevelt University) _____

2. Social Security Number _____ _____ _____

3. Year of Birth 19 ___ ___

4. Sex ____ Female ____ Male

5. Marital Status ____ Single ____ Married

6. U.S. Citizen ____ Yes ____ No

7. Ethnic Background (Check one)
   - ____ White/Caucasian
   - ____ Black/Negro/Afro-American
   - ____ Oriental
   - ____ Native American(American Indian)
   - ____ Spanish surnamed
   - ____ Other (specify _____)

8. When you were growing up, would you say your family was:
   - ____ Lower income
   - ____ Middle income
   - ____ Upper income

9. Number of years of education of your Mother _____ Father _____

(Continued)

Appendix A (Cont'd)

I. Roosevelt University Academic Record

10. Date(s) of graduation from Roosevelt University and degree(s) obtained. Please check only those degrees obtained at Roosevelt.

____ B.A. Fall ____ Spring ____ Summer ____ 19 ___ ___
____ M.A. Fall ____ Spring ____ Summer ____ 19 ___ ___

11. Major field of study at Roosevelt University.

____ Education
____ Physical Sciences
____ Social Sciences
____ Mathematics
____ Art or Music
____ English
____ Foreign Language
____ Other _____

12. Area of concentration within education.

Graduate Programs
____ Super. & Admin.
____ School Guid. & Coun.
____ Voc. Guid. & Coun.
____ Special Ed.
____ Early Childhood Ed.
____ Elem. Ed.
____ MAT Elem. Teach. Ed. (K-3)
____ MAT Elem. Teach. Ed. (3-8)

Undergraduate Programs
____ Kindergarten-Primary (K-3)
____ Elem. Ed. (3-8)
____ Secondary Ed.
____ Special Ed. (EMH)
____ Other or no program

13. Did you receive any honors while at Roosevelt University?

____ Yes ____ No

II. Education Other Than at Roosevelt University

14. Did you transfer to Roosevelt University from another institution as an undergraduate?

____ Yes ____ No

15. If you were a graduate student at Roosevelt University, please indicate the name of the institution where you received your undergraduate degree

_____

16. After graduating from Roosevelt University, did you obtain any advanced degrees? ____ Yes ____ No
If yes, please indicate which one(s) and where obtained.

____ M.A. or M.S. _____ (name of institution) _____ (field of concentration)
____ Ed.D. _____ _____
____ Ph.D. _____ _____

17. If the answer to the above question is no, did you earn additional credit hours after receiving your degree at Roosevelt?

____ Yes ____ No Number of credit hrs. _____
Were any of these credit hours earned at Roosevelt U.? ____ Yes ____ No

(Continued)

Appendix A (Cont'd) 3.

III. Financial and Work Situation While at Roosevelt University

18. Please give your best estimate. Overall, while you were at Roosevelt, what percentage of your tuition was covered by

Source	% of total
Scholarship	_____ %
Fellowship	_____ %
Grant	_____ %
Work Study	_____ %
Graduate Assistantship	_____ %
Loan	_____ %
Tuition paid by employer	_____ %
Tuition waived for R.U. employee and family	_____ %
Parents	_____ %
Self	_____ %
Other (specify _____)	_____ %
Total	100 %

19. Did you work while attending Roosevelt University?
____ Yes ____ No

20. If yes, please check the appropriate items:
____ Full-time
____ Part-time, more than 10 hours/week
____ Part-time, less than 10 hours/week

____ In education or education-related field
____ In non-education-related field

IV. Career Information

21. Indicate the best description of your current occupation
____ Teacher
____ Guidance Counselor
____ Administrator
____ Other education or education-related job (indicate:_____)
____ Non-education-related job (indicate:_____)
____ Unemployed
____ Retired

22. If you are not presently working in an education or education-related field, indicate your reasons for leaving the field
____ Family responsibilities (marriage, pregnancy, etc.)
____ Shift in interest
____ Salary considerations
____ Military
____ Retired
____ Health
____ Could not find a job in my area of education
____ Spouse made a geographic change
____ Did not enjoy work
____ Never entered field of education

23. What is your yearly salary?
____ Below $6,000.
____ $6,000. - $8,999.
____ $9,000. - $11,999.
____ $12,000. - $14,999.
____ $15,000. - $16,999.
____ $17,000. - $20,000.
____ Above $20,000.
____ None

(Continued)

Appendix A (Cont'd) 4.

24. What is your total family income?

____ Below $6,000.
____ $6,000. - $8,999.
____ $9,000. - $11,999.
____ $12,000. - $14,999.
____ $15,000. - $16,999.
____ $17,000. - $20,000.
____ Above $20,000.
____ None

25. During the period from the time you graduated Roosevelt University until now, which of the following statements best describes your work situation? Check one.

____ Primarily employed at a full-time job in the education field
____ Primarily employed at a full-time job in an education-related field
____ Primarily employed at a full-time job but not in an education or education-related field
____ Primarily employed at a part-time job(s) in the education or education-related field
____ Primarily employed at a part-time job but not in an education or education-related field
____ Full-time student
____ Full-time homemaker
____ Unemployed and available for a full-time job
____ Health or family circumstances would not permit me to hold a job
____ Retired
____ Other (specify _____)

26. How many years have you been working in your present occupation? _____

27. How many times have you changed jobs in the last ten years?

____ None
____ Once
____ 2 to 4
____ 5 or more

28. How satisfied are you with your work at the present?

____ Highly satisfied
____ Somewhat satisfied
____ Neutral
____ Somewhat unsatisfied
____ Highly unsatisfied

29. Do you belong to any professional organizations?

____ Yes ____ No If yes, how many? ____

30. Have you published any professional books, articles, reviews, etc.?

____ Yes ____ No If yes, how many? ____

31. Check if your work or any of your outside interests are or have been involved with the following

Work	Outside Interests
____ civil rights	____ civil rights
____ poverty	____ poverty
____ emerging nations	____ emerging nations
____ non-Western world	____ non-Western world
____ international education	____ international education
____ black studies	____ black studies
____ women's rights	____ women's rights
____ bilingual or bicultural programs	____ bilingual/bicultural programs
____ educational research	____ educational research
____ open, informal, or alternative education	____ open, informal, or alternative education

(Continued)

Appendix A (Cont'd)

32. Did you obtain certification in a particular area of education?
____ Yes ____ No
If yes, are you or were you employed in the field in which you received certification? ____ Yes ____ No

33. Did you find it difficult to find a job in the field in which you are (were) certified? ____ Yes ____ No

V. Evaluation of the Roosevelt University Education Program

34. How useful was your Roosevelt University education in preparing you to be an educator or work in an education-related field?
____ Extremely useful
____ Very useful
____ Useful
____ Somewhat useful
____ Not useful at all

35. How would you rate the quality of faculty instruction in Roosevelt University's College of Education?
____ Excellent
____ Very good
____ Good
____ Fair
____ Poor

36. How well did faculty give you support when you needed it?
____ Very strong support
____ Strong support
____ Mixed
____ Little support
____ Very little support

37. In comparison to graduates of other institutions, how useful did you feel the Roosevelt University Education Program was in preparing you to become an educator?
____ Extremely useful
____ Very useful
____ Useful
____ Somewhat useful
____ Not useful at all

38. How useful has the status of the Roosevelt University degree been to you?
____ Extremely useful
____ Very useful
____ Useful
____ Somewhat useful
____ Not useful at all

39. Would you suggest Roosevelt University to someone interested in education?
____ Yes ____ No

(Continued)

Appendix A (Cont'd)

6.

40. In light of your experience in the Roosevelt University Education program, how would you rate the usefulness of each of these areas in preparing you for work in the field of education? Please rate them on a 1 to 5 scale, 1 being not useful at all, and 5 being extremely useful. NA = not applicable

____ Student teaching or practicum experience
____ Foundation course work in Education (e.g. Ed. Psych, American Ed.)
____ Backgrounds course work in Education
____ Methods course work in Education (e.g. Workshop in Health Ed.)
____ Elective course work in Education
____ Required methods course work in academic area (e.g. Teaching Lit. in the Secondary School)
____ Resident supervisor's assistance
____ Methods professors
____ Advisor
____ Required course work in academic area (graduate)
____ Relationship of practicum or your own education experiences to course work in Education

41. Please check as many statements as you feel correspond to important reasons for your having selected Roosevelt University.

____ Reputation of the University
____ Location in an urban setting
____ Accessability of the University (through public transportation, etc.)
____ Admissions policy concerning minority students
____ Recommended by a former instructor (teacher, guid. coun., principal)
____ Recommended by a friend or relative who attends or attended R.U.
____ Program permitted getting a degree without quitting present employment
____ Specific program of interest being offered
____ Ability to take courses at convenient times
____ Contact with Roosevelt faculty or staff
____ Other. Please specify _____

42. Why did you choose education as a field of study? Check all that apply.

____ The field of education provides the best possible avenue to a professional career
____ I want to be actively involved in the education of inner city children
____ I want to change the existing school system
____ The field of education is the best way for me to make a contribution to my community
____ I find a great deal of personal satisfaction in working with children
____ Educators are paid well
____ Being in education enables me to have my summers free
____ Education is an interesting academic area
____ I have always wanted to work professionally in schools
____ The field of education is the easiest way to obtain a college degree
____ Education is a good field for women
____ Education is a field that provides opportunity for members of minority groups
____ Other. Please specify _____

(Continued)

Appendix A (Cont'd)

7.

43. What do you think the purposes of the new College of Education should be given the fact that there is a teacher surplus?

_____

_____

_____

_____

If you are currently working in the field of education, please complete the remainder of this questionnaire. If you are not currently working in the field of education, please skip to question 51.

(only education)

44. With which grade level is your work associated?
____ Pre-school
____ Elementary school
____ Junior high or middle school
____ High school
____ Junior or community college
____ Four-year college or university

45. Is your school
____ Public
____ Private or parochial
____ Alternative or free-school

46. Is your school
____ Urban
____ Suburban
____ Rural

47. Is your school located in
____ Chicago and vicinity
____ Illinois (other than Chicago)
____ U. S. (other than Illinois)
____ Foreign

48. What subject(s) do you teach?
____ Physical sciences
____ Social sciences
____ Mathematics
____ Art or Music
____ English
____ Foreign language
____ Physical education
____ Home economics
____ Industrial arts
____ Religion
____ Other. Please specify _____

(Continued)

Appendix A (Cont'd)

8.

49. Roosevelt University College of Education is interested in gathering a sample of videotapes from its graduates for purposes of in-service and pre-service teacher training. May we videotape your class?

____ Yes ____ No

50. In light of your work in the field of education, what courses or experiences should we be providing our students now that were not provided when you were at Roosevelt?

_____

_____

_____

_____

51. This is the end of the questionnaire! Thank you very much for your patience and cooperation. We should appreciate your candid opinion of this questionnaire.

_____

_____

_____

_____

APPENDIX B

SAMPLING OF NON-RESPONDENTS QUESTIONNAIRE

APPENDIX B

Sampling of Non-Respondents' Questionnaire

Hello, Mr./Ms. _____

I am a research assistant calling from Roosevelt University College of Education. We're conducting a study of some of our graduates to help us in planning and reviewing our programs. May I ask you a few questions?

1) Did you receive a B.A. _____

or an M.A. _____ from Roosevelt?

Both _____

2) In what year?

	1950 _____	1955 _____	1960 _____	1965 _____	1970 _____
1946 _____	51 _____	56 _____	61 _____	66 _____	71 _____
47 _____	52 _____	57 _____	62 _____	67 _____	72 _____
48 _____	53 _____	58 _____	63 _____	68 _____	73 _____
49 _____	54 _____	59 _____	64 _____	69 _____	74 _____

3) What was your area of concentration in Education?

Graduate

Super. & Admin. _____
School Guid. & Coun. _____
Voc. Guid. & Coun. _____
Special Ed. _____
Early Childhood Ed. _____
Elementary Ed. _____
MAT Elem. Teach. Ed. (K-3) _____
MAT Elem. Teach. Ed. (3-8) _____

Undergraduate

Kindergarten-Primary (K-3) _____
Elementary Ed. (3-8) _____
Secondary Ed. _____
Special Ed. _____
Other or no program _____

4) What is your current occupation?

Teacher _____
Guidance Counselor _____
Administrator _____
Other Ed-related job _____
Non-ed-related job _____
Unemployed _____
Retired _____

(Continued)

Appendix B (Cont'd)

5) How would you rate the Education Program at Roosevelt (how useful was your R.U. education in preparing you to be an educator or work in an education-related field) on a scale from 1 to 5, where 1 is unsatisfactory and 5 is excellent?

1	2	3	4	5

6) What year were you born?

1910 _____	1920 _____	1930 _____	1940 _____	1950 _____
11 _____	21 _____	31 _____	41 _____	51 _____
12 _____	22 _____	32 _____	42 _____	52 _____
13 _____	23 _____	33 _____	43 _____	53 _____
14 _____	24 _____	34 _____	44 _____	54 _____
15 _____	25 _____	35 _____	45 _____	
16 _____	26 _____	36 _____	46 _____	
17 _____	27 _____	37 _____	47 _____	
18 _____	28 _____	38 _____	48 _____	
19 _____	29 _____	39 _____	49 _____	

7) What is your racial background? (We are interested in finding out the characteristics of our students, and if we are serving the needs of the community.)

White _____
Black _____
Otiental _____
Native American (Am. Indian) _____
Spanish surnamed _____
Other _____

8) You are a

Male _____
Female _____

9) Did you receive a copy of our Career Patterns Study Questionnaire?

Yes _____
claims sent in _____
will send in _____
won't send in _____
No _____
Don't remember _____
Threw it away _____

APPENDIX C

CHARACTERISTICS OF NON-RESPONDENTS
REACHED BY TELEPHONE

APPENDIX C

Characteristics of Non-Respondents

Reached by Telephone

	Residence			
	Chicago (n = 22)	Other Ill. (n = 21)	Other U.S. (n = 15)	Total (n = 58)
1. Type of Degree				
B.A.	59%	66%	26%	53%
M.A.	36%	33%	60%	41%
Both	4%	0	13%	5%
2. Year of Degree				
1946-49	0	4%	0	1%
1950-54	4%	9%	6%	6%
1955-59	9%	14%	6%	10%
1960-64	18%	14%	26%	18%
1965-69	4%	28%	33%	20%
1970-74	63%	28%	26%	41%
3. Concentration in Education				
Graduate:				
Super & Admin	13%	33%	20%	22%
School G & C	9%	0	6%	5%
Voc. Guid & C	0	0	0	0
Special Ed.	0	0	0	0
Early Ch. Ed.	9%	0	0	3%
Elementary Ed	9%	0	0	3%
MAT (K-3)	0	0	0	0
MAT (3-8)	0	0	0	0
Undergrad:				
K - Primary	18%	9%	20%	15%
Elem. Ed. 3-8	22%	42%	33%	32%
Secondary Ed.	13%	4%	0	6%
Special Ed.	0	0	6%	1%
Other or None	4%	9%	13%	8%

(Continued)

Appendix C (Cont'd)

	Residence			
	Chicago (n = 22)	Other Ill. (n = 21)	Other U.S. (n = 15)	Total (n = 58)
4. Current Occupation				
Teacher	72%	52%	40%	56%
Guid. Coun.	9%	0	6%	5%
Administrator	4%	9%	13%	8%
Other ed-related job	4%	9%	0	5%
Non-ed-related job	4%	0	6%	3%
Unemployed	4%	19%	26%	15%
Retired	0	9%	6%	5%
5. Rating of RU				
Unsatisfact.	0	0	6%	1%
Fair	4%	9%	6%	6%
Good	18%	28%	6%	18%
Very Good	40%	42%	60%	46%
Excellent	36%	14%	20%	24%
No Answer		1 = no answer		na = 1%
6. Year of Birth				
1900 - 20	4%	14%	6%	8%
1921 - 29	13%	14%	20%	15%
1930 - 34	22%	14%	13%	17%
1935 - 39	9%	23%	13%	15%
1940 - 44	13%	28%	20%	20%
1945 - 49	31%	4%	13%	17%
1950 - 54	0	0	0	0
No Answer	4%	0	13%	5%
7. Race				
White	45%	95%	86%	74%
Black	54%	0	13%	24%
Oriental	0	4%	0	1%
Am. Indian	0	0	0	0
Spanish	0	0	0	0
Other	0	0	0	0

(Continued)

Appendix C (Cont'd)

	Residence			
	Chicago (n = 22)	Other Ill. (n = 21)	Other U.S. (n = 15)	Total (n = 58)
8. Sex				
Male	27%	42%	26%	32%
Female	72%	57%	73%	67%
9. Career Patterns Questionnaire Received				
Yes	31%	28%	20%	27%
(claims sent)	(4%)	(14%)	(6%)	(8%)
(will send)	(18%)	(4%)	(6%)	(10%)
(won't send)	(9%)	(9%)	(6%)	(8%)
No	27%	38%	26%	31%
Don't remember	22%	14%	40%	24%
Threw it away	18%	19%	13%	17%

APPENDIX D

EVALUATION OF ROOSEVELT UNIVERSITY PROGRAMS
BY ALUMNI ACCORDING TO PROGRAM AREA

Evaluation of the Roosevelt University Education Program by "Elementary Education" Alumni (M.A.'s)

Items	Percentages					n
	Extremely useful	Very useful	Useful	Somewhat useful	Not useful at all	
Usefulness of education for working as an educator	30.4%	21.7%	30.4%	4.3%	4.3%	23
Quality of faculty instruction	26.1%	21.7%	30.4%	21.7%	0.0%	23
Support by faculty	17.4%	17.4%	47.8%	8.7%	8.7%	23
Usefulness of program in comparison to graduates of other institutions	21.7%	34.8%	21.7%	21.7%	0.0%	23
Usefulness of status of degree	19.0%	47.6%	47.6%	28.6%	33.3%	21
Usefulness of the following for work in education:						
Student teaching or practicum	46.2%	23.1%	15.4%	7.7%	7.7%	13
Foundation courses	35.7%	21.4%	7.1%	14.3%	21.4%	14
Backgrounds courses	20.0%	27.0%	27.0%	20.0%	6.7%	15
Methods courses	21.4%	14.3%	35.7%	28.6%	0.0%	14
Elective courses	13.3%	26.7%	33.3%	26.7%	0.0%	15
Required methods courses in academic area	27.3%	18.2%	27.3%	27.3%	0.0%	11
Resident supervisor	20.0%	10.0%	20.0%	0.0%	50.0%	10
Methods professor	23.1%	7.7%	38.5%	23.1%	7.7%	13
Advisor	37.5%	6.3%	25.0%	6.3%	25.0%	16
Relationship of practicum or experience to coursework	14.3%	21.4%	42.9%	7.1%	14.3%	14

(Continued)

Evaluation of the Roosevelt University Education Program by "Vocational Guidance and Counseling" Alumni (M.A.'s)

Items	Percentages					n
	Extremely useful	Very useful	Useful	Somewhat useful	Not useful at all	
Usefulness of education for working as an educator	0.0%	40.0%	60.0%	0.0%	0.0%	5
Quality of faculty instruction	0.0%	28.6%	71.4%	0.0%	0.0%	7
Support by faculty	14.3%	71.4%	14.3%	0.0%	0.0%	7
Usefulness of program in comparison to graduates of other institutions	0.0%	60.0%	40.0%	0.0%	0.0%	5
Usefulness of status of degree	0.0%	28.6%	28.6%	14.3%	28.6%	7
Usefulness of the following for work in education:						
Student teaching or practicum	50.0%	50.0%	0.0%	0.0%	0.0%	4
Foundation courses	33.3%	0.0%	33.3%	33.3%	0.0%	3
Backgrounds courses	0.0%	0.0%	66.7%	33.3%	0.0%	3
Methods courses	0.0%	0.0%	50.0%	25.0%	25.0%	4
Elective courses	0.0%	40.0%	40.0%	20.0%	0.0%	5
Required methods courses in academic area	0.0%	50.0%	50.0%	0.0%	0.0%	2
Resident supervisor	0.0%	50.0%	50.0%	0.0%	0.0%	2
Methods professor	33.3%	0.0%	33.3%	0.0%	33.3%	3
Advisor	33.3%	16.7%	50.0%	0.0%	0.0%	6
Relationship of practicum or experience to coursework	0.0%	50.0%	16.7%	16.7%	16.7%	6

(Continued)

Evaluation of the Roosevelt University Education Program by "Early Childhood Education" Alumni (M.A.'s)

Items	Percentages					n
	Extremely useful	Very useful	Useful	Somewhat useful	Not useful at all	
Usefulness of education for working as an educator	41.2%	47.1%	5.9%	0.0%	5.9%	17
Quality of faculty instruction	37.5%	37.5%	25.0%	0.0%	0.0%	16
Support by faculty	50.5%	18.8%	25.0%	6.3%	0.0%	16
Usefulness of program in comparison to graduates of other institutions	29.4%	35.3%	29.4%	0.0%	5.9%	17
Usefulness of status of degree	25.0%	12.5%	31.3%	31.3%	0.0%	16
Usefulness of the following for work in education:						
Student teaching or practicum	71.4%	28.6%	0.0%	0.0%	0.0%	7
Foundation courses	10.0%	10.0%	30.0%	40.0%	10.0%	10
Backgrounds courses	33.3%	41.7%	0.0%	16.7%	8.3%	12
Methods courses	27.2%	45.5%	18.2%	9.1%	0.0%	11
Elective courses	33.3%	16.7%	25.0%	8.3%	16.7%	12
Required methods courses in academic area	45.5%	27.3%	9.1%	9.1%	9.1%	11
Resident supervisor	50.0%	0.0%	33.3%	16.7%	0.0%	6
Methods professor	11.1%	55.6%	33.3%	0.0%	0.0%	9
Advisor	41.7%	0.0%	33.3%	8.3%	16.7%	12
Relationship of practicum or experience to coursework	38.5%	23.1%	15.4%	7.7%	15.4%	13

(Continued)

Evaluation of the Roosevelt University Education Program by "School Guidance and Counseling" Alumni (M.A.'s)

Items	Percentages					n
	Extremely useful	Very useful	Useful	Somewhat useful	Not useful at all	
Usefulness of education for working as an educator	25.0%	35.0%	35.0%	5.0%	0.0%	20
Quality of faculty instruction	30.0%	60.0%	5.0%	0.0%	5.0%	20
Support by faculty	28.6%	42.9%	28.6%	0.0%	0.0%	21
Usefulness of program in comparison to graduates of other institutions	20.0%	70.0%	10.0%	0.0%	0.0%	20
Usefulness of status of degree	20.0%	15.0%	45.0%	10.0%	10.0%	20
Usefulness of the following for work in education:						
Student teaching or practicum	42.1%	47.4%	5.3%	5.3%	0.0%	19
Foundation courses	0.0%	21.4%	57.1%	21.4%	0.0%	14
Backgrounds courses	0.0%	23.1%	46.2%	15.4%	15.4%	13
Methods courses	7.1%	28.6%	57.1%	0.0%	7.1%	14
Elective courses	11.7%	64.7%	23.5%	0.0%	0.0%	17
Required methods courses in academic area	6.7%	26.7%	46.7%	20.0%	0.0%	15
Resident supervisor	7.7%	15.4%	15.4%	30.8%	30.8%	13
Methods professor	26.7%	26.7%	40.0%	6.7%	0.0%	15
Advisor	45.0%	35.0%	15.0%	0.0%	5.0%	20
Relationship of practicum or experience to coursework	40.0%	45.0%	15.0%	0.0%	0.0%	20

(Continued)

Evaluation of the Roosevelt University Education Program by "Administration and Supervision" Alumni (M.A.'s)

Items	Percentages					n
	Extremely useful	Very useful	Useful	Somewhat useful	Not useful at all	
Usefulness of education for working as an educator	26.0%	45.2%	19.2%	6.8%	2.7%	73
Quality of faculty instruction	34.7%	44.0%	15.3%	4.2%	1.4%	72
Support by faculty	33.8%	38.0%	26.8%	1.4%	0.0%	71
Usefulness of program in comparison to graduates of other institutions	21.1%	54.9%	18.3%	4.2%	1.4%	71
Usefulness of status of degree	15.1%	28.8%	31.5%	11.0%	13.7%	73
Usefulness of the following for work in education:						
Student teaching or practicum	45.8%	20.8%	16.7%	4.2%	12.5%	24
Foundation courses	14.3%	28.6%	34.3%	17.1%	5.7%	35
Backgrounds courses	29.3%	24.4%	29.3%	14.6%	2.4%	41
Methods courses	6.5%	32.3%	41.9%	9.7%	9.7%	31
Elective courses	19.2%	48.1%	25.0%	5.8%	1.9%	52
Required methods courses in academic area	14.3%	35.7%	17.9%	21.4%	10.7%	28
Resident supervisor	18.5%	29.6%	18.5%	18.5%	14.8%	27
Methods professor	10.5%	28.9%	31.6%	10.5%	18.4%	38
Advisor	42.6%	19.7%	18.0%	11.5%	8.2%	61
Relationship of practicum or experience to coursework	22.7%	42.4%	21.2%	9.1%	4.5%	66

(Continued)

Evaluation of the Roosevelt University Education Program by "Secondary Education" Alumni (B.A.'s)

Items	Percentages					
	Extremely useful	Very useful	Useful	Somewhat useful	Not useful at all	n
Usefulness of education for working as educator	20.3%	31.3%	26.6%	18.8%	3.1%	64
Quality of faculty instruction	38.5%	29.2%	20.0%	7.7%	4.6%	65
Support by faculty	25.8%	38.7%	25.8%	4.8%	4.8%	62
Usefulness of program in comparison to graduates of other institutions	25.0%	28.3%	28.3%	13.3%	0.1%	60
Usefulness of status of degree	4.9%	24.6%	21.3%	23.0%	26.2%	61
Usefulness of following for work in education:						
Student teaching or practicum	70.5%	11.5%	11.5%	0.0%	6.6%	61
Foundation courses	10.7%	7.1%	30.4%	30.4%	21.4%	56
Backgrounds courses	16.7%	18.5%	26.0%	24.1%	14.8%	54
Methods courses	14.6%	24.4%	26.8%	22.0%	12.2%	41
Elective courses	13.9%	36.1%	33.3%	8.3%	8.3%	36
Required methods courses in academic area	23.4%	14.9%	38.3%	17.0%	6.4%	47
Resident supervisor	19.0%	21.4%	33.3%	9.5%	16.7%	42
Methods professor	14.0%	25.6%	27.9%	16.3%	16.3%	43
Advisor	22.9%	18.8%	35.4%	14.6%	8.3%	48
Relationship of practicum or experience to coursework	33.3%	20.8%	25.0%	20.8%	0.0%	24

(Continued)

Evaluation of the Roosevelt University Education Program by "Elementary Education" Alumni (B.A.'s)

Items	Percentages					
	Extremely useful	Very useful	Useful	Somewhat useful	Not useful at all	n
Usefulness of education for working as educator	18.2%	27.3%%	30.9%	20.0%	3.6%	55
Quality of faculty instruction	13.0%	42.5%	52.5%	20.0%	2.5%	54
Support by faculty	21.2%	36.5%	25.0%	13.5%	3.8%	52
Usefulness of program in comparison to graduates of other institutions	16.7%	22.2%	48.1%	11.1%	1.9%	54
Usefulness of status of degree	7.5%	9.4%	39.7%	30.2%	13.2%	53
Usefulness of following for work in education:						
Student teaching or practicum	65.3%	15.4%	7.7%	7.7%	3.8%	52
Foundation courses	9.6%	25.0%	27.0%	21.1%	17.3%	52
Backgrounds courses	30.8%	23.1%	15.4%	21.2%	9.6%	52
Methods courses	3.9%	35.3%	32.4%	11.8%	7.8%	51
Elective courses	6.7%	40.0%	31.1%	17.8%	4.4%	45
Required methods courses in academic area	9.5%	26.2%	31.0%	26.2%	7.1%	42
Resident Supervisor	37.1%	17.1%	8.6%	14.3%	22.9%	35
Methods professor	2.2%	34.8%	32.6%	10.9%	19.7%	46
Advisor	26.3%	18.4%	28.9%	21.5%	31.6%	38
Relationship of practicum or experience to coursework	26.7%	13.3%	53.3%	6.7%	0.0%	15

(Continued)

Evaluation of the Roosevelt University Education Program by "K - 3" Alumni (B.A.'s)

Items	Percentages					n
	Extremely useful	Very useful	Useful	Somewhat useful	Not useful at all	
Usefulness of education for working as educator	35.0%	27.5%	22.5%	15.0%	0.0%	40
Quality of faculty instruction	37.5%	27.5%	32.5%	2.5%	0.0%	40
Support by faculty	26.3%	23.7%	39.5%	5.3%	5.3%	38
Usefulness of program in comparison to graduates of other institutions	17.9%	35.9%	35.9%	10.3%	0.0%	39
Usefulness of status of degree	7.9%	18.4%	44.7%	13.2%	15.8%	38
Usefulness of following for work in education:						
Student teaching or practicum	72.2%	13.9%	5.6%	2.8%	5.6%	36
Foundation courses	8.3%	22.2%	16.7%	27.8%	25.0%	36
Backgrounds courses	37.8%	16.2%	29.7%	10.8%	5.4%	37
Methods courses	17.6%	35.3%	32.4%	11.8%	2.9%	34
Elective courses	10.0%	23.0%	40.0%	23.3%	3.3%	30
Required methods courses in academic area	23.1%	34.6%	30.1%	11.5%	0.0%	26
Resident supervisor	21.4%	28.6%	32.1%	3.6%	14.3%	28
Methods professor	17.6%	14.7%	47.1%	17.6%	2.9%	34
Advisor	28.1%	15.6%	28.1%	12.5%	15.6%	32
Relationship of practicum or experience to coursework	40.0%	20.0%	30.0%	10.0%	0.0%	10

APPENDIX E

RESPONSES TO OPEN-ENDED QUESTIONS

RESPONSES TO OPEN-ENDED QUESTIONS -- CAREER PATTERNS STUDY

10 respondents sampled, BA and MA

What do you think the purpose of the new College of Education should be, given the fact that there is a teacher surplus?

	n
advocate decrease in class size in public schools	3
tailor programs to areas of teacher shortage	2
continue educating quality teachers	2
develop criteria for excellence in teaching -- eliminate those who don't have potential	2
provide programs for in-service teachers	1
humanization of teachers	1

In light of your work in the field of education, what courses or experiences should we be providing our students now that were not provided when you were at Roosevelt?

	n
student teaching: more, better, and earlier in the program	4
courses that train teachers for specialized job in training, or jobs related to teaching	2
place greater emphasis on the discipline problems in the schools	1
have students in their first year visit different schools to get an idea of what teaching is all about	1
provide in-depth examination of the "system" and its influence on the education of children	1

courses:

1) Child Psychology should be required for the EMH degree
2) course on tests and measurements
3) course on Board of Education rules
4) course on research relating to new educational concepts
5) courses in minority history

(Continued)

RESPONSES TO OPEN-ENDED QUESTIONS -- CAREER PATTERNS STUDY
50 respondents sampled, Alumni with MA's

What do you think the purpose of the new College of Education should be given the fact that there is a teacher surplus?

	n
emphasize excellence in teaching	9
survey trends in teacher employment and tailor programs to areas of teacher shortage	9
prepare people for jobs in education-related fields	9
advocate decrease in class sizes in public schools	6
help students deal with practical problems in the classroom	6
provide programs for in-service teachers	5
develop criteria for successful teaching -- eliminate those who don't have potential	5
provide doctoral studies in education	3
teach individualized teaching techniques	2
work to make the existing school system more attuned to the needs of children	2
develop and teach methods of relating to inner city children	2
train teachers to guide students into careers	2
provide a placement bureau for graduates	1
train educational researchers	1
explore technical approaches to education	1
devise ways for teachers to relate to the community	1

In light of your work in the field of education, what courses or experiences should we be providing our students now that were not provided when you were at Roosevelt?

	n
more contact with excellent non-university teachers and administrators	8
provide more practical experiences	8
provide experiences that will help in handling difficult situations typical of public school education	4
provide better placement services for graduates	3
present more realistically those problems involved in and related to the teaching profession	3
provide for more student interaction -- assessment of each other's work and/or experiences	2
work more closely with Board of Education requirements	1

courses:

1) human relations/communication
2) law classes -- to fight school board
3) testing/interview techniques
4) community involvement -- how to spur
5) sociology of the inner city -- for ed. majors
6) ethnic cultures -- how to incorporate in class
7) role of government in education
8) comparative study of international education
9) internship in administration
10) research -- and application of

(Continued)

RESPONSES TO OPEN-ENDED QUESTIONS -- CAREER PATTERNS STUDY
50 respondents sampled, Alumni with BA's

What do you think the purpose of the new College of Education should be given the fact that there is a teacher surplus?

	n
survey trends in teacher employment and tailor programs to areas of teacher shortage	14
develop criteria for successful teaching -- eliminate those who don't have potential	11
emphasize excellence in teaching	7
help students deal with practical problems in the classroom	7
increase awareness of social problems and social concern on the part of teachers	5
train teachers to work in open and alternative school settings	5

In light of your work in the field of education, what courses or experiences should we be providing our students now that were not provided when you were at Roosevelt?

	n
provide more and better student teaching experiences earlier in the program	16
provide practical coursework in classroom discipline	13
train teachers to work in open classrooms	5
expose students to different types of schools through trips, video tapes	4
teach techniques of classroom record-keeping	4
teach students the appropriate means of enacting change in the school system	3
hire professors with more up-to-date ideas	2
allow practice teachers to observe one another	1
help graduates to find jobs	1
prepare people for jobs in education-related fields, through minors in other areas	1

courses:

1) school law or litigation
2) teaching of reading
3) individualized teaching
4) technology of teaching
5) improved methods courses
6) minority history
7) music: course in instrument repair
8) music: course in music therapy

APPENDIX F

RESEARCH AND DEVELOPMENT UNIVERSITY PERSONNEL/
CLASSROOM TEACHER ACTION RESEARCH EFFORT

APPENDIX F

ROOSEVELT UNIVERSITY

MEMORANDUM

DATE: August 8, 1974

TO: College of Education Faculty

FROM: Judy Burleigh

During the summer, I have been working with the Research and Development Center on a project which we hope will be of interest to you. From the questionnaires which were returned as part of the Career Patterns Study, I have compiled a file of Chicago area alumni who have indicated an interest in continuing their relationship with Roosevelt University's College of Education. Specifically, each indicated a willingness to have their teaching videotaped.

The Research and Development Center has sent an invitation (see attached) to each alumna to join us in a cooperative (University personnel/classroom teacher) action research effort. We are currently awaiting responses to our questionnaire (also attached) in order to determine mutual areas of interest. The responses will serve a two-fold purpose:

(1) action research efforts may be coordinated by the R & D Center, and faculty will be offered the opportunity to provide consultant help where requested, and,

(2) faculty with specific research concerns may use the file to identify classroom teachers with whom they might work on a cooperative classroom-oriented action research effort.

If you have questions, please ask either Henrietta Schwartz or me. We hope you may have additional names of classroom teachers (not necessarily alumni) who should also receive an invitation to participate. Please give any names directly to Carol Barber and she'll mail a letter and questionnaire post haste.

I am in the process of compiling a file of abstracts of a wide variety of research efforts which might be interesting to replicate or might suggest areas for some of us to explore. This file will be located in the R & D Center and is available to interested faculty and/or students and/or alumni. Additions to the file will be welcomed!

JB:cb
encl.

(Continued)

Roosevelt University
430 South Michigan Avenue
Chicago, Illinois 60605

College of Education

July 30, 1974

Miss Penny Kwasman
6019 North Damen
Chicago, Illinois 60659

Dear Miss Kwasman:

Your continuing interest in Roosevelt University's College of Education is greatly appreciated, especially your indication of your willingness to have your teaching situation videotaped. At this time an extensive videotaping project is not feasible for us. However, we are now inviting you to participate with us in a cooperative venture to conduct action research in classrooms.

The Research and Development Center of the College of Education recognizes that classroom teachers are the most effective researchers for information concerning the teaching process - you are in the middle of the action. And all too often this is the place where University researchers are not able to be. In order to conduct research concerning effective teaching, we need your help. The Research and Development Center can offer several services: (1) arrange consultant help from faculty; (2) provide statistical analysis aid from the Center staff; (3) offer limited support for evaluation instruments; (4) sponsor specialized workshop or seminar sessions; and (5) assist in obtaining administrative approval for individual projects.

You and your students are the essential components for action research. As a teacher, you know which questions require data in order that the decision-making process will have meaning (be applicable) for your classroom. The Research and Development Center has compiled a list of research areas which might be of concern to you. Your suggestions for additional areas will be welcome. Enclosed is a questionnaire in order that we may receive your suggestions and information concerning your teaching assignment for the 1974-75 school year.

We hope that you will accept our invitation to join us in what we expect will be an exciting adventure in cooperative action research on classroom teaching by classroom teachers and University personnel. Please indicate your interest by returing the completed questionaire before September 6. If you have colleagues who might like to participate with us, we shall be pleased to extend an invitation to them. Those who are interested in learning more about this project will be invited to a meeting early in the Fall.

Sincerely,

Henrietta S. Schwartz, Director
Research and Development Center

HSS:bs

(Continued)

Appendix F (Cont'd)

Roosevelt University
College of Education
Research and Development Center

Name: _____ **Home Address:** _____

City: _____ **State:** _____ **ZIP:** _____ **Home Telephone:** _____

School: _____

Please indicate your teaching responsibilities starting in September, 1974 (list subject matter areas with their grade level, and any other responsibilities, such as coaching, providing in-service courses, administrative responsibilities, curricular activities, etc.)

Please indicate your interest in any five (5) of the following action research areas in order of preference (1 = first choice, etc.). This lsit is intended to be suggestive, and your suggestions are solicited and welcomed.

_____ Comparing methods of teaching reading
_____ Evaluating one specific approach to teaching reading
_____ Evaluating one specific approach to teaching _____
_____ Evaluating a specific type of teaching material, for example, learning packets
_____ Exploring the use of manipulatives to teach mathematics
_____ Identifying student attitudes towards home and/or school and/or specific ethnic groups
_____ Studying the relationship between a specified attitude and a specified content area
_____ Studying the relationship between a student's extra-curricular activities and his academic achievement
_____ Studying the relationship between favorite television programs and areas of academic achievement
_____ Evaluating the use of games, and/or role playing and/or simulated situations in teaching a specified subject and/or values
_____ Evaluating value-clarification techniques
_____ Identifying the advantages and disadvantages of incorporating community resources into the school curriculum
_____ Identifying probable determinants of vocational preferences
_____ Field testing materials for career education
_____ Field testing materials you have constructed
_____ Field testing commercially produced teaching materials
_____ Studying the relationship between self-concept and academic achievement
_____ Evaluating classroom management techniques
_____ Studying the relationship between self-concept and academic achievement
_____ Evaluating classroom management techniques
_____ Studying grading practices and their effect on parents and students
_____ Field testing family life teaching materials
_____ Evaluating methods for structuring in-service education
_____ Studying approaches to teaching the highly academically talented student
_____ Studying approaches to teaching the student with learning disabilities

(Continued)

Appendix F (Cont'd)

_____ Comparing programs for early childhood education
_____ Comparing programs for parent education
_____ Comparing programs for human potential development
_____ Contrasting the effects of a variety of group organization patterns
_____ Evaluating the utilization of mastery learning concepts
_____ Designing and testing evaluation devices for specific competency-based instruction
_____ Evaluating the effectiveness of continuous progress with regard to individualizing instruction
_____ Other (Please be as specific as possible)

Names and address of your colleagues to whom we should extend our invitation to participate in action research in classrooms.

Thank you. We look forward to learning about your interests and to seeing you early in the Fall semester.